

THE EFFECT OF FIQH AN-NISAA ON THE PREVENTION OF STUDENTS' DEVIANT BEHAVIOR AT ATHIRAH ISLAMIC HIGH SCHOOL BONE**Jumardi**

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ABSTRACT

Fiqh An-nisaa has an influence in increasing the religious value of students who are just with the goals of the national education system and the goals of Islamic education. Which in substance is the ability to shape students into better individuals and avoid acts that are prohibited by religion (deviant). Therefore, there is a significant influence of the fiqh an-nisaa's learning process on the prevention of deviant behavior of students at Athirah Islamic High School Bone which shows a probability value of 0.005 which is smaller than $= 0.05$ which can be accepted as an influential one. This means learning Fiqh An-Nisaa able to increase religious values and be able to minimize the occurrence of deviant behavior.

Keywords: *Fiqh An-nisaa; Deviant Behavior; Islamic Studies*

INTRODUCTION

Humans have awareness in living and obeying the norms and values in their lives. The human mind can know and practice good norms and bad norms in the behavior of everyday life.¹ These developments are closely related to character development. Education, which we know today as character education, places more emphasis on improving the quality of educational processes and outcomes, which leads to the character and noble character of students. With a thematic

¹Ichsan Anshory dan Ima Wahyu Putri Utami, *Pengantar Pendidikan* (1st Print; Malang: UMM Press, 2018), p. 13-14.

and contextual approach, it is expected to be able to internalize the values of character and noble character so that they are manifested in behavior in everyday life.

The emergence of character education is closely related to the growing view in the wider community and the influence of globalization, that national education at various levels, especially the middle and high levels is considered to have failed to form the personality of students who have noble character, morality, and good character. Furthermore, it was found that many students were often judged not only to be lacking in politeness, both at school, home and in the community, but also often seen in acts of mass violence such as brawls and others.²

One of the causes of the decline in students' morals, morals and ethics is the failure to instill the values of religious education. It must be admitted, to a certain extent, religious education has certain weaknesses, starting from the minimum hours, especially in public schools.³ Religious knowledge in Islam is education that provides knowledge and shapes the attitudes, personality and skills of students based on Islam in practicing the teachings of Islam, which is carried out at least through subjects, at all levels and types of education.⁴

One of the schools in the Bone Regency area is the Athirah Islamic School under the auspices of the Hadji Kalla Islamic Education and Welfare Foundation. This foundation was founded on April 24, 1984, by Jusuf Kalla Family, the former Vice President of the Republic of Indonesia. Athirah Islamic School is a school characterized by modern Islamic education. This school manages kindergarten, elementary, junior high and high school education which is located in 3 locations, namely on Jl. Kajaolalido Makassar is the high school, in the Bukit Baruga Antang Housing Complex, Makassar with kindergarten, elementary, junior high and high school units and in Bone with junior high and high school units. The vision is "to become an excellent school with Islamic

²Achmadi, *Ideologi Pendidikan Islam* (1st Print; Yogyakarta: Pustaka Belajar, 2009), p. 31.

³Muhammad Yaumi, *Pendidikan Karakter (Landasan, Pila dan Implementasi)* (2nd Print; Jakarta: Prenada Media, 2016), p. 41.

⁴Haidar Putra Daulay, *Pembedayaan Pendidikan Agama Islam di Sekolah* (1st Print; Jakarta: Kencana, 2016), p. 43.



characteristics, national spirit and global perspective". It has a mission "to develop a learning system capable of equipping students with rational skills, personal skills and social skills".⁵

Among the curriculum developments in the Athirah Islamic school, namely the realization of intracurricular learning with the addition of special learning for fiqh An-nisa material. This specialty is to further deepen the development of knowledge about femininity. This study aims to provide students with a deeper and more complete understanding of religious rules related to women's issues, in which women's Fiqh is a practice that relates to women's behavior and lives that are sourced from detailed arguments.⁶ So, the study of women's fiqh is learning about the provisions that are *amaliah* related to the behavior and lives of women based on the Qur'an and Hadith.

METHODS

This type of research is quantitative research, in the form of information collected from respondents using a questionnaire. This type of research can also be categorized as survey research (*expo facto*), which is to measure the effect of women's fiqh learning on the prevention of deviant behavior. According to Singarimbun, survey research is research that takes samples from a population and uses a questionnaire as a primary data collection tool.⁷

The research approach used is a quantitative research approach. Quantitative research approach can be interpreted as a research approach based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative/statistical data analysis with the aim of testing hypotheses which have been set.⁸

⁵Syamril dan Syamsul Bahri, *Pendidikan Karakter ala Sekolah Islam Athirah Bone* (Bone: Yayasan Kalla Sekolah Islam Athirah Bone, 2020), p. 1.

⁶Mukhlis Mukhtar, "Fiqh Perempuan: Kekinian dan Keindonesiaan", *Ash-Shahabah Jurnal Pendidikan dan Studi Islam*, Vol. 5 No. 1, 2019, p. 43.

⁷Masri Singarimbun, Sopian Efendi. *Metode Penelitian Survei* (1st Print; Jakarta: LP3ES, 1989), p. 3.

⁸Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (14th Print; Bandung: Alfabeta, 2012), p. 14



The research design used in this study is a confirmative research design. Confirmative research is research that intends to examine and explain the relationship between two or more variables with theoretical support as a basis for proposing hypotheses. The reasons for using a confirmative design in this study are: (1) the research approach used is a quantitative approach; (2) this study explains the relationship between the independent variable and the dependent variable, (3) this study uses theoretical references; (4) this study proposes and tests hypotheses in knowing the effect of the independent variables on the dependent variable used.⁹ There are two variables in this study, namely women's fiqh variables and deviant behavior. The research design that will be used is described in the form of the following image:

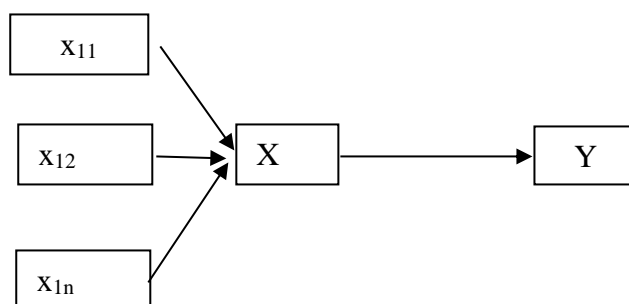


Figure 3.1. Research Design

Description: X is an independent variable that shows women's fiqh learning
 Y is the dependent variable that shows deviant behavior
 $x_{11}.....x_{1n}$ are indicators of independent variables

⁹Husein Umar, *Metode Riset Perilaku Konsumen Jasa* (Jakarta: Ghalia Indonesia, 2004), p. 36.

RESULTS AND DISCUSSION**Implementation of Deviant Behavior Prevention for Students at Athirah Islamic High School Bone**

To find out the implementation of deviant behavior prevention for students at Athirah Islamic High School Bone, a descriptive analysis was carried out on the data obtained. The descriptions are presented in the frequency and percentage distribution tables. The details of the results of data processing that have been carried out can be seen in the table below:

1. Variable Y1

Physical education is directed as a process of mastering the physical potential of students in preventing deviant behavior. Obtained data as follows:

Table 4.28
Variable Y1

Statement	Frequency	Percentage %
Strongly Agree	9	18.00
Agree	29	58.00
Doubtful	8	16.00
Disagree	4	8.00
Strongly Disagree	0	0
Total	50	100

The table above shows that of the 50 respondents, the highest respondents who agreed were 29 people (58.0%), while the lowest respondents who stated strongly disagreed, namely 0 people (0.0%). This gave a very large contribution to the positive perception of respondents in looking at the implementation of deviant behavior prevention in Athirah Islamic High School Bone.

2. Variable Y2

Punishment-based education is directed as a process of strengthening responsibility in dealing with deviant behavior. Obtained data as follows:



Table 4.29
Variable Y2

Statement	Frequency	Percentage %
Strongly Agree	12	24.00
Agree	26	52.00
Doubtful	10	20.00
Disagree	0	0.0
Strongly Disagree	2	4.00
Total	50	100

The table above shows that of the 50 respondents, the highest respondents who agreed were 26 people (52.0%), while the lowest respondents who disagreed, namely 0 people (0.0%), This gave a very large contribution to the positive perception of respondents in see the implementation of deviant behavior prevention at Athirah Islamic High School Bone.

3. Variable Y3

Table 4.30
Variable Y3

Statement	Frequency	Percentage %
Strongly Agree	14	28.00
Agree	29	58.00
Doubtful	7	14.00
Disagree	0	0
Strongly Disagree	0	0
Total	50	100

The table above shows that of the 50 respondents, the highest respondents who agreed were 29 people (58.0%), while the lowest respondents who stated strongly disagreed, namely 0 people (0.0%), This gave a very large contribution to the positive perception of respondents in looking at the implementation of deviant behavior prevention at Athirah Islamic High School Bone.

The Effect of Fiqh An-nisa Learning on Deviant Behavior Prevention in Athirah Islamic High School Bone Students



The Effect of Fiqh An-Nisaa Learning on the Prevention of Student's Deviant....

Before the instrument was used, validation and reliability tests were carried out which aim to see the reliability of the instrument in collecting data.

1. Validity Test

Validity test is used to determine the validity of respondents' answers in the questionnaire, where in validity testing is obtained by correlating the question items with the total score. In determining the validity (valid) of respondents' answers to the questionnaire, the minimum requirement is said to be a valid question item, if $r \geq 0.30$. The results of the validity test are obtained as follows:

Table 4.31
Validity Test

No. Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Criteria
Item_1	200.3333	511.200	.398	Valid
Item_2	200.9167	527.164	.013	Drop
Item_3	201.3611	504.752	.309	Valid
Item_4	200.7500	503.164	.538	Valid
Item_5	202.2222	532.749	-.078	Drop
Item_6	201.4444	514.768	.206	Drop
Item_7	200.5278	526.885	.045	Drop
Item_8	200.6111	515.730	.295	Drop
Item_9	201.6389	485.380	.704	Valid
Item_10	202.2500	503.964	.487	Valid
Item_11	201.2222	528.806	-.018	Drop
Item_12	200.7778	517.092	.263	Drop
Item_13	201.2222	531.663	-.065	Drop
Item_14	200.2222	503.549	.547	Valid
Item_15	201.4444	522.825	.094	Drop
Item_16	199.7500	509.907	.526	Valid
Item_17	202.5556	512.711	.385	Valid
Item_18	200.4722	506.485	.520	Valid
Item_19	201.2778	493.692	.631	Valid
item_20	202.5000	514.943	.270	Drop
item_21	201.9167	508.936	.389	Valid
item_22	200.6944	513.361	.214	Drop
item_23	201.5556	491.568	.726	Valid



Table 4.31
Validity Test

No. Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Criteria
item_24	201.2778	495.292	.709	Valid
item_25	201.2500	499.850	.619	Valid
item_26	202.0833	517.736	.155	Drop
item_27	201.9167	516.193	.170	Drop
item_28	201.3056	492.790	.654	Valid
item_29	202.8611	521.837	.143	Drop
item_30	202.8889	526.216	.065	Drop
item_31	201.1944	489.075	.717	Valid
item_32	201.3056	494.561	.662	Valid
item_33	200.9444	519.997	.204	Drop
item_34	200.0833	512.936	.383	Valid
item_35	200.6111	508.930	.354	Valid
item_36	202.3889	521.159	.158	Drop
item_37	200.7778	505.206	.479	Valid
item_38	202.7500	520.421	.163	Drop
item_39	200.1389	511.837	.454	Valid
item_40	200.8333	517.571	.203	Drop
item_41	203.1667	528.771	.023	Drop
item_42	200.3889	503.387	.530	Valid
item_43	200.0556	520.911	.167	Drop
item_44	199.8611	531.152	-.057	Drop
item_45	200.6667	500.800	.538	Valid
item_46	202.8056	525.704	.058	Drop
item_47	200.8611	495.437	.609	Valid
item_48	202.4444	539.625	-.232	Drop
item_49	200.4444	503.854	.522	Valid
item_50	202.9167	525.964	.058	Drop
item_51	202.1944	525.647	.062	Drop
item_52	200.4444	513.854	.338	Valid
item_53	200.7222	538.949	-.186	Drop
item_54	199.5556	514.425	.456	Valid
item_55	200.0000	521.257	.223	Drop
item_56	200.1389	520.580	.210	Drop
item_57	200.1667	514.486	.356	Valid



Table 4.31
Validity Test

No. Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Criteria
item_58	200.1667	518.314	.284	Drop
item_59	200.2778	510.949	.494	Valid
item_60	199.9444	524.340	.163	Drop
item_61	200.2778	509.806	.432	Valid
item_62	200.3056	516.104	.280	Drop
item_63	200.3056	522.275	.168	Drop

Criteria for validity if the value of r table is less than r count. For 40 samples, the r table used is 0.304. Of the 63 statements, 33 statements are said to be invalid, and 30 statements are said to be valid, then these 30 statements are used as research instruments at Athirah Islamic High School Bone.

2. Reliability Test

The reliability test is used to determine the consistency of the measuring instrument in its use or in other words the measuring instrument has consistent results when used many times at different times. For this reason, Cronbach's Alpha Technique is used, where an instrument can be said to be reliable if it has a reliability coefficient or 0.60.

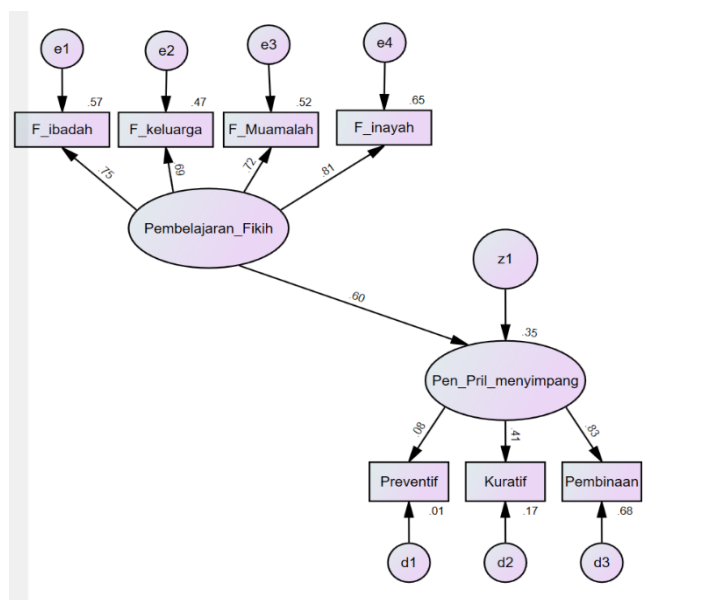
Reliability Statistics

Cronbach's Alpha	N of Items
.875	63

The reliability value is 0.875 which indicates that the level of confidence in the instrument used is 87.50%.

After testing the validity and reliability, the next step is to analyze the results using the statistical technique of Structural Equation Modeling (SEM). The results of the SEM analysis are as follows:

1. Flowchart/Model

Figure 4.1
SEM Model

Fiqh learning on the prevention of deviant behavior, $p = 0,005$

Minimum was achieved

Chi-square = 30.088

Degrees of freedom = 13

The results of the analysis show that women's fiqh learning has a significant effect on preventing student deviant behavior, this is indicated by the probability value, which is 0.005 which is smaller than $= 0.05$. Based on the model above, it can be concluded that the most influential women's fiqh learning in preventing student deviant behavior is *fiqh Inayah*, it can be seen from the loading factor (large correlation) of 0.81. While the prevention of deviant behavior can be maximized through the coaching process, this can be seen in the model image above which shows that the loading factor is 0.83.

From the results of the SEM analysis, the following data were obtained:

The Effect of Fiqh An-Nisaa Learning on the Prevention of Student's Deviant....**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	15	30.088	13	.005	1.314
Saturated model	28	.000	0		
Independence model	7	118.988	21	.000	5.666

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.931	.863	.705	.401
Saturated model	.000	1.000		
Independence model	5.056	.557	.409	.418

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.918	.992	.839	.918	.926
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.619	.463	.511
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	17.088	4.813	37.060
Saturated model	.000	.000	.000
Independence model	97.988	67.405	136.085

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.614	.349	.098	.756
Saturated model	.000	.000	.000	.000
Independence model	2.428	2.000	1.376	2.777

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.164	.087	.241	.013
Independence model	.309	.256	.364	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	60.088	65.942	88.769	103.769
Saturated model	56.000	66.927	109.537	137.537
Independence model	132.988	135.720	146.372	153.372

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	1.226	.976	1.634	1.346
Saturated model	1.143	1.143	1.143	1.366
Independence model	2.714	2.090	3.492	2.770

HOELTER

Model	HOELTER	
	.05	.01
Default model	37	46
Independence model	14	17

Minimization: .007

Miscellaneous: .181

Bootstrap: .000

Total: .188

			Estimate	S.E.	C.R.	P	Label
Dev. Be. Prev	<---	Fiqh Learning	.090	.033	2.773	.006	par_6
X11	<---	Fiqh Learning	1.000				
X12	<---	Fiqh Learning	.643	.139	4.613	***	par_1
X13	<---	Fiqh Learning	.665	.146	4.552	***	par_2
X14	<---	Fiqh Learning	1.474	.328	4.489	***	par_3
Y13	<---	Dev. Be. Prev	1.000				
Y12	<---	Dev. Be. Prev	.705	.435	1.621	***	par_4
Y11	<---	Dev. Be. Prev	.669	1.325	.505	***	par_5

From the table above, an explanation of the significance of the contribution line is obtained and it can be seen that all sub-variables have a P value (probability) of less than ($\alpha = 0.05$). This means that all items in the fiqh learning instrument are significant in building the latent variables for women's fiqh learning. As with the instrument deviant behavior, it is also seen that all items or dimensions in the instrument are significant in constructing the latent variable.

1. Assumption of sample adequacy

The number of respondents in this study were 50 respondents. This number has been assessed as meeting the minimum sample size criteria for research using path analysis statistical tools with the Maximum Likelihood Estimation (MLE) procedure, that is, 5 – 10 observations for each parameter estimated by 50 – 200 respondents. In this study using 7 sub variables so that it meets 50 respondents.

2. Multivariate Normality Test

The statistical value for testing normality uses the z value (Critical Ratio or C.R at the AMOS 20 output) of the skewness and kurtosis values of the data distribution. If the C.R value is greater than the critical value, it can be assumed that the data distribution is not normal. The critical value can be determined based on the 1% significance level, which is ± 2.58 and the critical value of C.R kurtosis is below 7.

Univariate and multivariate normality of the data used in this analysis was tested using AMOS 20. The results of the complete normality assumption test can be seen in the following table



Table 4.32
Multivariate Normality Test Result

Variable	min	Max	skew	c.r.	kurtosis	c.r.
X11	18,078	35,678	,576	2,004	,103	,250
X12	12,200	27,917	,187	,909	,036	,089
X13	13,309	36,284	,182	,884	,711	1,729
X14	35,000	96,000	-1,377	-6,697	4,535	11,031
Y	10,691	35,925	-,543	-2,640	-,009	-,022
Y11	20,986	51,832	-,441	-2,147	-,454	-1,104
Y12	33,397	76,995	,118	,573	-,673	-1,638
Y13	29,779	83,027	-,093	-,454	-,232	-,565
Multivariate					65,586	23,107

The table above describes the results of the normality test which is then used to evaluate normality both univariate and multivariate. Univariately the data in this study is moderately normal because it has a C.R Skewness value less than 2.58. The C.R Kurtosis value is 23,107 which is greater than 7, which means it indicates that the multivariate data used in this study includes non-normal data.

The assumption of normality of the data is needed in path analysis because abnormal data is expected to cause interpretation bias because the chi-square value of the analysis results tends to increase so that the probability level value will decrease. However, the Maximum Likelihood Estimates (MLE) technique used in this study is not significantly affected (robust) on multivariate normality deviations (Rismal, 2013). This is because the data used is primary data based on the respondents' answers which are very diverse, so it is difficult to obtain data that follows the normal distribution perfectly.

a. Model Feasibility Test

To further explain the causality relationship between exogenous variables, an endogenous analysis of the overall model was carried out, as presented in the following table.



Table 4.33
Test of Goodness of Fit Overall Model

Goodness of Fit	Calculation result	Cut-Off	Description
Chi-Square	30,1	< 56,766	Good
Df	13		
Probability Level	0,005	< 0,05	Good
CMIN/DF	1,314	≤ 2,00	Good
NFI	0,918	≥ 0,90	Good
RFI	0,992	≥ 0,90	Good
TLI	0,918	≥ 0,90	Good
CFI	0,926	≥ 0,90	Good
RMSEA	0,000	≤ 0,08	Good

The results of the analysis on the measurement model can be accepted, so that the model produces a very good level of acceptance. With the following details:

- a. The calculated *Chi-Square* of the model above is 30.1 while the *Chi-Square* of the table is 66,776. Because the calculated *Chi-Square* is smaller than the table *Chi-Square* (56.766), the sample covariance matrix is the same as the estimated covariance matrix.
- b. In the model above, the probability value is less than 0.05, which is 0.005. So, the sample covariance matrix is the same as the estimated covariance matrix.



- c. *Normed Chi-Square (CMIN/DF)* is a measure obtained from the *Chi-Square* value divided by the degree of freedom. The value of CMIN/DF in this model is 31.314 indicating that this research model is good.
- d. *The Normed Fit Index (NFI)* is an index that indicates the percentage increase in model fit based on the independent model. A value close to 1 indicates that the tested model has a good fit. With the recommended acceptance rate, which is 0.90, it can be concluded that this model has a good level of conformity with the NFI value of 0.918.
- e. *Relative Fit Index (RFI)* also has a value between 0 and 1, where a value close to 1 indicates the suitability of the model, with the criteria of 0.90 being the basis. The amount of RFI obtained is 0.992. This shows that this model has a very good level of suitability.
- f. *Tucker Lewis Index (TLI)* is an incremental conformity index that compares the tested model with the baseline model. TLI is a model suitability index which is less influenced by sample size. Recommended value 0.90. It can be concluded that the proposed model shows a good level of conformity with a TLI value of 0.918.
- g. *Comparative Fit Index (CFI)* is an incremental fit index that compares the tested model with the null model. The magnitude of this index is in the range of 0 to 1 and a value close to 1 indicates the model has a good level of conformity. This index is highly recommended to be used because this index is relatively insensitive to the size of the sample is not affected by the complexity of the model. Considering the recommended value of 0.90, the CFI value of 0.926 indicates that this model has a good fit.
- h. *The Root Mean Square Error of Approximation (RMSEA)* is the index used to compensate for the Chi-Square value in a large sample. The recommended acceptance value is 0.08, so the RMSEA model value of 0.000 indicates a very good level of conformity.



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The next step is to test the lambda value (significance of the loading factor value) on the weights of each of the analyzed indicators. In the confirmatory factor analysis, it is carried out to see whether the variables used have sufficient significance to define the latent variables that are formed. This test is carried out in the same way as the t-test on Regression Weight or Loading Factor as shown in Table

The Result of Regression Weights Measurement Model

			Estimate
Dev. Be. Prev	<---	Fiqh Learning	.596
X11	<---	Fiqh Learning	.754
X12	<---	Fiqh Learning	.687
X13	<---	Fiqh Learning	.722
X14	<---	Fiqh Learning	.807
Y13	<---	Dev. Be. Prev	.827
Y12	<---	Dev. Be. Prev	.414
Y11	<---	Dev. Be. Prev	.084

			Estimate	S.E.	C.R.	P	Label
Dev. Be. Prev	<---	Fiqh Learning	.090	.033	2.773	.006	par_6
X11	<---	Fiqh Learning	1.000				
X12	<---	Fiqh Learning	.643	.139	4.613	***	par_1
X13	<---	Fiqh Learning	.665	.146	4.552	***	par_2
X14	<---	Fiqh Learning	1.474	.328	4.489	***	par_3
Y13	<---	Dev. Be. Prev	1.000				
Y12	<---	Dev. Be. Prev	.705	.435	1.621	.105	par_4
Y11	<---	Dev. Be. Prev	.669	1.325	.505	.614	par_5

Based on the table above, it can be seen whether there is a correlation between the indicators and their constructs. In column P, it can be seen that there are two insignificant P values, namely, 0.105 and 0.614. This shows that there is no significant correlation between Y (prevention of deviant behavior) on preventive and curative, while the correlation between other constructs has a value of $P = ***$ (< 0.001), 0.006, so it can be said that all of these indicators can explain the construct. which exists.



The results of data analysis showed that there was a significant influence of the women's fiqh learning process on the prevention of deviant behavior of students at Athirah Islamic High School Bone, this was indicated by the probability value, which was 0.005 smaller than = 0.05. The most influential women's fiqh learning in preventing student deviant behavior is fiqh *inayah*. Meanwhile, prevention of deviant behavior can be maximized through the coaching process. Thus, the theory of women's fiqh learning can increase the values of religiosity, by increasing the values of religiosity it is able to minimize the occurrence of deviant behavior can be accepted in this study.

The results of the analysis above show that there is a positive influence on women's fiqh learning on deviant behavior in Athirah Islamic High School Bone students. This proves the process of learning women's fiqh as an optimal individual development process in forming individuals with noble character by not committing deviant acts. The construction is in line with the function of education as described in Law no. 20 of 2003 concerning the national education system Article 3 that "education functions in developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

The presence of Fiqh An-nisaa's learning can increase the religious values of students, as a basis for not committing deviant acts. This is the achievement of the indicators of educational goals outlined in the national education system to become students who are faithful, pious and have noble character. In addition, it is in tune with the goals of Islamic education as stated by Athiyyah al-Abrasyi in his book *At-Tarbiyyah al-Islamiyyah wa Falsafatuha*, which explains that education is not limited to filling knowledge, but the most important thing is to fill it with noble character and good values. Thus, a learning that is able to keep away from deviant actions, that is the essence of education.

CONCLUSION



Based on the descriptions and discussions that have been stated in the previous sections, it can be concluded:

1. Women's jurisprudence learning at Athirah Islamic High School Bone provides a very large contribution to the positive perceptions of students to achieve the objectives of fiqh learning, namely knowing the law (cognitive), being capable (psychomotor), implementing the law (affective), and obeying the law, especially Islamic laws.
2. The implementation of deviant behavior prevention at Athirah Islamic High School Bone is very effective, it can be seen from around 10% who commit violations every month, especially for students. Most of the violations were committed by students in class X who were still adapting. The coaching effort is the biggest contribution in preventing deviant behavior at Athirah Islamic High School Bone.
3. The results of data analysis showed that there was a significant influence of the women's fiqh learning process on the prevention of deviant behavior in students at Athirah Islamic High School Bone, so H1 was accepted. The most influential women's fiqh learning in preventing student deviant behavior is fiqh *inayah*. Meanwhile, prevention of deviant behavior can be maximized through the coaching process.

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