

Deviant Behavior in Religious Schools: The Interplay of Psychological Safety, Sanctions, and Academic Commitment

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ABSTRACT

Despite the moral emphasis in religious-based schools, some students still engage in deviant behavior. Weak social bonds within families, schools, or communities may contribute to this issue. This study examines the roles of psychological safety, sanctions, and academic commitment in preventing deviant behavior. A survey was conducted among 200 students from religious-based schools in Bekasi. Validated instruments measured Deviant Behavior, Psychological Safety, Sanctions, and Academic Commitment. Data were analyzed using correlation, mediation, and moderation analyses. Psychological safety (-0.195) and academic commitment (-0.279) showed significant negative correlations with deviant behavior. A psychologically safe environment enhanced motivation and compliance, while academic commitment reinforced moral values. Sanctions also had a weak negative correlation (-0.186) with deviant behavior, supporting social norms. Psychological safety and sanctions together explained 6.8% of the variance in deviant behavior ($R^2 = 0.068$). Mediation analysis revealed that academic commitment mediated the effect of psychological safety on deviant behavior but not that of sanctions. Moderation analysis indicated that sanctions strengthened the impact of psychological safety. Although the correlations were weak, they remained statistically significant, highlighting the importance of psychological safety in fostering positive behavior. Family psychology emphasizes parental influence, while legal psychology underscores the role of fair and consistent sanctions. Integrating psychological safety, academic commitment, and sanctions may help reduce deviant behavior in religious-based schools. Future research should explore interventions to strengthen moral commitment and social bonds.

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1. INTRODUCTION

Deviant behavior in schools can range from minor violations to serious actions such as bullying, promiscuity, and technology misuse. Data indicates that some students are even involved in fights, alcohol consumption, drug abuse, and sexual misconduct (Fadil & Danza, 2024). Ironically, some of these cases have been found in faith-based schools, where religious education is ideally expected to shape individuals with noble character, discipline, and high integrity in social life (Kamila, 2023). This

paradox suggests that not all students in religious schools are fully immune to deviant behavior (Bali & Susilowati, 2019). Such conditions highlight the need for more attention to factors that can prevent deviant behavior (Nur, 2025).

Deviant behavior is defined as any significant deviation from what is considered appropriate or typical for a social group (American Psychological Association, 2015), often also involving legal violations, especially in cases related to violence, theft, or property damage. According to Hirschi (cited in Cesar J. Rebellon & Paul Anskat, 2017), deviant behavior occurs due to weak social bonds within families, schools, or communities, which is explained by the social control approach consisting of internal and external control. One form of internal social control is commitment, while external control includes sanctions and social supervision (Cesar J. Rebellon & Paul Anskat, 2017). Internal social control through commitment is a vital preventive measure against law violations. When students have strong commitments to religious values and social norms, the risk of deviant behavior that may violate laws can be minimized (Hutahaean, pertiwi, landia, 2019). Meanwhile, external social control such as sanctions enforces discipline and strengthens legal norms (Pertiwi & Muminin, 2020).

Sanctions implemented in religious schools not only have an educational basis but also enhance students' understanding of legal responsibility for their actions. Research by Pertiwi & Saimima (2022) found that low commitment among children ranks second after peer influence as a cause of deviant behavior. This finding emphasizes that low commitment is one of the primary causes of deviant behavior, making it essential for schools to integrate the strengthening of academic commitment and discipline based on legal sanctions into their educational policies. Therefore, a holistic approach combining religious education, internal commitment, and rule enforcement can be a solution to prevent deviant behavior in religious schools.

Previous studies have shown a relationship between low commitment and weak social bonds with deviant behavior in students at religious schools (Azizah, 2006). However, there is still a lack of research integrating the factors of psychological safety, sanctions, and academic commitment in a comprehensive framework. This study aims to fill that gap by offering a holistic approach that schools can use to prevent deviant behavior. Azizah (2006) also found that moral levels were higher among public school students compared to religious school students. This indicates that students with lower moral levels may have less ethical awareness in their behavior due to a reduced ability to avoid deviant behavior by considering ethical values and social norms.

Students with deviant behavior experience various negative impacts in their lives. Academically, they tend to become lazy, frequently skip classes, and suffer from declining academic performance (Fitakila, 2017). Socially, deviant behavior can hinder interactions with peers in school and lead to disrespectful attitudes toward teachers (Fadhil, 2024). This behavior can extend into society, potentially disrupting social stability. In extreme cases, deviant behavior may escalate into criminal acts that affect the student's legal future. From a psychological perspective, deviant behavior can hinder the development of a positive identity and trigger internal conflicts (Su'ud, 2011). Therefore, deviant behavior has negative impacts on various aspects of students' lives, including academic, social, legal, and psychological aspects.

Several factors influence the reduction of deviant behavior in students, including internal factors such as psychological safety and external factors like sanctions. (Safuwani & Subhani (2009) found that psychological pressure experienced by individuals can trigger deviant behavior. This psychological pressure is closely related to the level of psychological safety. Individuals with high psychological safety tend to feel accepted and supported, which enables them to manage stress effectively and avoid deviant behavior. In contrast, individuals who feel psychologically unsafe are more at risk of experiencing emotional distress, which may lead them to negative actions as a form of escape or defense mechanism (Dewi, 2023). Sanctions as an external condition for students also play a role in the emergence of deviant behavior, as they provide clear consequences for those who violate school rules. Therefore, it is expected that students will be more mindful of their actions and adhere to the established rules to maintain order and safety within the school environment (Mahmud et al., 2024). Thus, it is clear that psychological safety and sanctions are integral parts of students' lives.

Research by Hutahaean, Pertiwi, Saimima, Aulia (2024) indicated that personal life can influence individuals' preferences for psychological safety, in both male and female students. Personal life is linked to students' commitment to school activities. Academic commitment is defined as the long-term engagement of students in their studies, reflected in their effort, perseverance, and investment in achieving academic success (Pertiwi & Perdini, 2022). This commitment can develop if students feel psychologically safe. (Sari & Suhariadi, 2019) noted that a healthy psychological contract—when schools meet students' expectations for support, fairness, and appreciation—can foster a sense of safety that boosts motivation and commitment in academic and professional environments. In addition, the implementation of sanctions also increases compliance with school rules and promotes active participation, which in turn minimizes student misconduct (Sobri, 2020). Therefore, fostering academic commitment is considered to play a crucial role in preventing deviant behavior. (Hoerunnisa & Kosasih, 2017)

The purpose of this study is to explore the influence of psychological safety and sanctions on deviant behavior among students in religious-based schools, both directly and through academic commitment. Psychological safety creates a supportive environment where students feel valued and are more likely to follow the rules. Fair sanctions serve as reminders of responsibility and reinforce discipline. Academic commitment acts as an intermediary that strengthens the relationship between psychological safety, sanctions, and deviant behavior, while also encouraging achievement motivation and compliance.

The results of this study are expected to provide significant contributions to the development of educational policies and practices in religious-based schools. In practice, the findings can serve as a reference in designing more effective and comprehensive strategies for preventing deviant behavior, as well as a foundation for developing character-building and moral values programs in religious-based schools, emphasizing the importance of safety, respect, fairness, and support for students. With this approach, it is expected that the potential for deviant behavior can be minimized, and students will be more motivated to excel, exhibit positive behavior, and contribute socially.

2. METHODS

This study used cluster random sampling at the class level, which is a type of probability sampling. This method involves randomly selecting groups (classes) rather than individuals, ensuring that each class has an equal chance of being selected. The use of this method aims to reduce selection bias and enhance the generalizability of the study's findings to the population of religious school students in Bekasi City.

The variables Psychological Safety, Sanctions, and Academic Commitment were measured using a Likert scale, which assesses the respondents' level of agreement or perception for each statement, ranging from strongly disagree to strongly agree. Meanwhile, Deviant Behavior was measured using a Guttman scale, which uses a dichotomous format (e.g., yes/no) to identify the presence or absence of deviant behavior. The reliability and validity of each instrument were tested. The Deviant Behavior variable had a reliability coefficient (Cronbach's Alpha) of 0.959, with 18 valid items out of 19 and a discrimination range of 0.594 to 0.896. The Sanctions variable had a reliability of 0.882, with all 6 items valid and a discrimination range of 0.645 to 0.732. The Academic Commitment variable had a reliability of 0.792, with 10 valid items and a discrimination range of 0.314 to 0.605. The Psychological Safety variable had a reliability of 0.871, with 21 valid items and a discrimination range of 0.302 to 0.633.

The Shapiro-Wilk normality test indicated that the data were normally distributed, with p-values > 0.5 for all variables. The data also met the assumption of linearity, showing a linear relationship between independent and dependent variables. Hypothesis testing in this study employed various statistical tests. The Pearson Correlation Test was used to measure the strength and direction of the linear relationship between variables, chosen because it is appropriate for continuous variables. Regression Analysis was conducted to examine the direct effects of Psychological Safety and Sanctions on Deviant Behavior, as regression is suitable for predicting the influence of independent variables on dependent variables. Mediation Analysis was used to determine whether Academic Commitment

mediates the relationship between Psychological Safety and Deviant Behavior, providing insights into indirect effects through a mediator variable. Moderation Analysis was conducted to assess whether Sanctions moderate the relationship between Psychological Safety and Deviant Behavior, meaning whether the strength or direction of the relationship varies depending on the level of Sanctions. The combination of mediation and moderation analyses offers a more comprehensive and in-depth understanding of deviant behavior among students in religious schools.

3. FINDINGS AND DISCUSSION

This study analyzes the role of academic commitment, the application of sanctions, psychological safety, and deviant behavior in the academic environment, particularly in religious-based schools.

Tabel 1. Pearson Correlation

Variable		Deviant Behavior	Sanctions	Academic Commitment	Psychological Safety
1. Deviant Behavior	Pearson's r	—			
	p-value	—			
2. Sanctions	Pearson's r	-0.279	—		
	p-value	0.026	—		
3. Academic Commitment	Pearson's r	-0.214	0.203	—	
	p-value	0.002	0.004	—	
4. Psychological Safety	Pearson's r	-0.195	0.370	0.403	—
	p-value	0.006	< .001	< .001	—

Table 1 shows that psychological safety is negatively correlated with deviant behavior ($r = -0.195$, $p = 0.006$), indicating that the higher the psychological safety, the lower the tendency for students to engage in deviant behavior. This finding aligns with Baumeister & Leary (Dulfer et al., 2024) research, which suggests that a sense of safety encourages students to feel accepted and valued in their environment, reducing the urge to seek attention through negative actions. Table 1 also indicates a significant positive relationship between psychological safety and academic commitment ($r = 0.403$, $p < 0.001$). This implies that the higher the students' psychological safety, the higher their academic commitment, and vice versa. These results support (Edmondson, 1999) study, which found that students who feel safe can better focus their attention and are more motivated to achieve academic goals without being disturbed by anxiety or uncertainty. Emotional support from teachers and peers also enhances social connectedness and a sense of belonging, contributing to disciplined behavior and responsibility in learning (Astuti, 2024). Despite weak correlations, these findings remain significant. From an educational psychology perspective, even small improvements in psychological safety can build collective motivation and positive behaviors.

The variable of sanctions shows a significant negative relationship with deviant behavior ($r = -0.279$, $p = 0.026$), indicating that the stronger the application of sanctions, the lower the students' deviant behavior. This finding supports, Owen et al (2024) who suggested that firm sanctions can create a deterrent effect and enhance compliance with rules. Consistent enforcement of sanctions increases students' awareness of the consequences of their actions and strengthens the internalization of norms and rules within the educational environment. The effectiveness of sanctions is also determined by the deterrent effect, which can prevent the recurrence of negative behaviors (Shreeve et al., 2002).

Table 2 shows that psychological safety positively influences academic commitment ($\beta = 0.380$, $p < 0.001$), which in turn negatively impacts deviant behavior ($\beta = -0.173$, $p = 0.029$). In other words, the higher the psychological safety experienced by students, the higher their academic commitment, and the higher their psychological safety, the lower their deviant behavior. When students feel safe at school and their mental health is maintained, they are more likely to thrive in learning (Sanusi, 2023) and less

likely to engage in deviant behavior. Additionally, a safe psychological environment also reduces the likelihood of deviant behavior (Kartika, 2017).

Furthermore, sanctions have a significant direct effect on reducing deviant behavior ($\beta = -0.186$, $p = 0.008$), but the indirect effect through academic commitment is not significant ($\beta = -0.011$, $p = 0.523$), indicating that sanctions are more effective through direct control. Overall, the regression model shows that psychological safety and sanctions together can explain approximately 6.8% of the variance in deviant behavior ($R^2 = 0.068$), with a significant ANOVA result ($F = 4.740$, $p = 0.003$), as presented in Tables 3 and 4.

Table 2. Path coefficients

				95% Confidence Interval					
				Std. estimate	Std. error	z-value	p	Lower	Upper
Academic Commitment	→	Deviant Behavior		-0.173	0.079	-2.182	0.029	-0.006	-0.315
Psychological Safety	→	Deviant Behavior		-0.193	0.079	-2.447	0.014	-0.053	-0.356
Sanctions	→	Deviant Behavior		-0.186	0.070	-2.668	0.008	-0.314	-0.046
Psychological Safety	→	Academic Commitment		0.380	0.103	3.688	<.001	0.168	0.574
Sanctions	→	Academic Commitment		0.063	0.080	0.787	0.431	0.102	0.218

Note. Estimator is ML.

Table 3. Regression Analysis

Model Summary - Deviant Behavior				
Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.260	0.068	0.053	6.613
M ₁	0.260	0.068	0.053	6.613

Note. M₀ Includes Psychological Security, Sanctions, Psychological Security:Sanctions
 Note. M₁ Includes Psychological Security, Sanctions, Psychological Security:Sanctions

Table 4. ANOVA

Model		Sum of Squares	df	Mean Square	F	p
M ₀	Regression	621,834	3	207,278	4,740	0.003
	Residual	8570.721	196	43,728		
	Total	9192.555	199			
M ₁	Regression	621,834	3	207,278	4,740	0.003
	Residual	8570.721	196	43,728		
	Total	9192.555	199			

Note. M₀ Includes Psychological Security, Sanctions, Psychological Security:Sanctions
 Note. M₁ Includes Psychological Security, Sanctions, Psychological Security:Sanctions

Table 5. Indirect effects

				95% Confidence Interval						
				Std. estimate	Std. error	z-value	p	Lower	Upper	
Psychological Safety	→	Academic Commitment	→	Deviant Behavior	-0.066	0.030	2.161	0.031	-0.015	0.139
Sanctions	→	Academic Commitment	→	Deviant Behavior	-0.011	0.017	0.638	0.523	-0.011	0.056

Note. Estimator is ML.

The mediation test results in Table 5 indicate that psychological safety influences deviant behavior through academic commitment (standardized estimate -0.066, z-value 2.161, $p = 0.031$). This suggests that psychological safety can indirectly reduce deviant behavior by enhancing academic commitment. These findings align with the studies by Pertiwi & Perdini (2022) and Mamonto et al (2023), which state that students who feel safe and supported tend to be more focused and motivated toward academic goals, which in turn can reduce negative behavior.

On the other hand, the mediation test results between sanctions and deviant behavior through academic commitment were not significant (standardized estimate -0.011, $p = 0.523$), indicating that the influence of sanctions on deviant behavior is more direct and does not occur through changes in academic commitment.

This study also examined the role of sanctions as a moderator to determine how sanctions strengthen the influence of psychological safety, as shown in Table 6. In this context, sanctions were analyzed as a moderating variable to enhance the effect of psychological safety in reducing deviant behavior. The moderation analysis results indicate that the interaction between psychological safety and sanctions is significant ($\beta = -0.009$, $p = 0.040$), suggesting that the higher the level of sanctions applied, the stronger the relationship between psychological safety and the reduction of deviant behavior.

Sanctions are effective in minimizing deviant behavior because they can create a deterrent effect, strengthen social control, and provide education or rehabilitation for the offenders. Research has shown that the appropriate application of sanctions can encourage adherence to norms and reduce the recurrence of deviant behavior (Mustakar et al., 2024).

Table 6. Moderator Analysis

<i>Coefficients</i>								
Model		Unstandardized	Standard Error	Standardized	t	p	Tolerance	VIF
M ₀	(Intercept)	-15,918	21,253		-0,749	0,455		
	Psychological Safety	0,397	0,266	0,582	1,494	0,137	0,031	31,935
	Sanctions	0,472	0,915	0,282	0,516	0,606	0,016	62,771
	Psychological Safety * Sanctions	-0,009	0,011	-0,653	-0,844	0,400	0,008	125,634
M ₁	(Intercept)	-15,918	21,253		-0,749	0,455		
	Psychological Safety	0,397	0,266	0,582	1,494	0,137	0,031	31,935
	Sanctions	0,472	0,915	0,282	0,516	0,606	0,016	62,771
	Psychological Safety * Sanctions	-0,009	0,011	-0,653	-0,844	0,040	0,008	125,634

Based on further analysis, it was found that out of 19 types of deviant behavior surveyed, 18 types had been committed by students, including behaviors such as lying to adults, driving without a license, and consuming alcohol. Meanwhile, the types of deviant behavior that were rarely committed by students were bringing weapons to school, stealing, and using a vehicle without the owner's permission. This variation indicates that violations of social norms occur more frequently than serious legal violations. Deviant behavior such as alcohol consumption can hinder cognitive processes and academic performance (Idris & Gobel, 2019), while the habit of lying can damage social relationships and create an uncondusive learning environment (Abdillah, Hutahaeen, Pertiwi 2020). Furthermore, driving without a license can reduce a student's sense of responsibility towards established rules (Taubman & Ari, 2008). Therefore, psychological safety in schools needs to be strengthened, and

sanctions must be applied consistently to minimize and prevent deviant behavior, as well as to support students' academic and social development optimally.

This study has several limitations that should be noted. One major limitation is the sample size, which was limited to a single religious-based school, making it necessary to expand future research to schools with different cultural and environmental backgrounds. Additionally, this study used a cross-sectional design, which only captures the relationship between variables at one point in time and cannot identify long-term behavioral changes. Future research is recommended to use a longitudinal design to understand how the relationships between psychological safety, sanctions, and deviant behavior develop over time. Furthermore, the influence of external factors such as family and community environments should also be considered in future research to provide a more comprehensive picture of student deviant behavior.

5. CONCLUSION

One of the objectives of religious-based schools is to shape students to have noble character and a disciplined attitude. However, this objective can still be hindered as deviant behavior may occur, ranging from minor violations to serious offenses. The primary factor contributing to the tendency for deviant behavior is the lack of social bonds within the family, school, or community environment. Internal social control, in the form of commitment to moral values and religious norms, plays a crucial role in shaping students' character and suppressing negative behavior.

Sanctions and social supervision in religious-based schools function as both educational tools and external control. The application of firm and consistent sanctions can enhance students' understanding of social norms and provide educational deterrence. Strengthening academic commitment, supported by the enforcement of school rules, can help students avoid deviant behavior.

Deviant behaviors such as skipping school or lying, to more serious actions like bullying, can damage students' academic, social, and psychological development. Low psychological safety increases the risk of deviant behavior, while a psychologically safe learning environment promotes positive behavior and academic achievement. This study shows that the higher the psychological safety and academic commitment, the lower the deviant behavior. Students who feel valued and psychologically safe are more motivated to comply with rules and strive to achieve academic goals.

Strategies for preventing deviant behavior in religious-based schools, based on this study, should integrate psychological safety, academic commitment, and educational sanctions. Schools and families are expected to collaborate in creating a conducive and safe learning environment while fostering students' sense of responsibility, commitment, and legal awareness. This study was conducted at a single location with short-term behavioral measurements. Further research could use longitudinal methods to understand students' behavioral changes over time and expand the research subjects to various regions and diverse cultural backgrounds.

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