

## Strategies of acts and morals teachers in preventing sexual violence in man temanggung

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### ABSTRACT

The background of this research is the importance of dressing according to Islamic law, not only as a religious obligation, but also as a form of self-protection to reduce the risk of harassment and sexual violence. Data from the National Commission on Violence Against Women shows that cases of sexual violence in Indonesia are still very high and a serious concern. Aqidah Akhlak Education has strategic potential in shaping students' character and awareness to protect themselves, particularly through the material on Dress Etiquette. This study aims to describe the strategies used by Aqidah Akhlak Teachers in preventing sexual violence at MAN Temanggung, as well as the obstacles and solutions faced. The research method used was qualitative with a phenomenological approach. Data collection techniques included observation, interviews, and documentation. The results showed that teachers implemented affective, expository, and cooperative learning strategies. In addition, collaboration with BK Teachers and parents is an important part of the prevention process. Obstacles faced are the cultural taboo of discussing sexual issues, minimal student awareness, and the influence of social media. These strategies are strengthened by the role of the school environment, enforcement of discipline, and communication with students' guardians.

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## Introduction

Sexual violence is a social issue that continues to be a serious concern in Indonesia. Violence is defined as coercion perpetrated by an individual with a specific intent. (Saudah et al., 2024) According to Minister of Education and Culture Regulation Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Institutions, sexual violence is defined as an act that demeans, insults, harasses, and/or attacks a person's body and reproductive functions. Data from the National Commission on Violence Against Women and service institutions show alarming figures regarding violence against women, resulting not only in physical but also in profound psychological impacts for victims. (National Commission on Violence Against Women Annual Report 2023 Fact Sheet "Momentum for Change: Opportunities to Strengthen the Response System Amidst the Increasing Complexity of Violence Against Women," 2024).

Education is a fundamental aspect that plays an important role in shaping quality human character. (Hikmah Oga et al., 2024). Education in madrasas has a crucial role in shaping the

next generation of the nation and instilling commendable moral values.(Hafid et al., 2022). The subject of Aqidah and Akhlak is one of the subjects implemented in the Madrasah curriculum. Through Aqidah and Akhlak instruction, students will learn about proper dress code, which can be applied in everyday life as a way to prevent sexual violence.

Clothing serves to conceal the beauty of the body and protect it from heat and cold. However, clothing also symbolizes a person's status in society, where the more beautiful or expensive a person's clothing, the higher their social status. This shows that clothing serves not only to cover the body but also to conceal inappropriate features and enhance self-esteem. Allah says in Surah Al-A'raf, verse 26:(Religion, 2014)

ذَٰلِكَ خَيْرٌ لِّبَاسٍ يُورِي سَوَءَ بَشَرٍ  
troop God bless you

The verse above explains that the command to cover the genitals is a direct command from Allah SWT. This verse affirms the rejection of the Jahiliyah tradition that viewed nudity as a sign of purity, while also emphasizing that piety is far more important than physical appearance. However, with the advancement of technology and the flow of globalization, clothing often only partially covers the private parts.(Russiadi, 2020) In today's era of globalization, social media also influences the way teenagers dress because they can easily access popular clothing styles through social media, which ultimately makes freedom in dressing an excessive freedom.(Rahmayanti et al., 2023).

Previous studies tended to discuss the roles of Islamic Religious Education (PAI) teachers and Aqidah Akhlak (Islamic Awareness) teachers in strengthening students' character and spiritual intelligence separately. For example, independent learning strategies for spiritual intelligence(Komariah et al., 2021), habituation activities in character education)(Yulianti, 2023), to handling cases of bullying in the school environment(Ummu Syarifah Fadli, 2023) There are even some who touch on sexual education strategies, but they are limited to the PAUD level and have not touched on the realm of Aqidah and Akhlak at the secondary level.(Widianita, 2023) However, to date, no studies have been found that specifically examine the strategies of Akidah Akhlak teachers in the context of preventing sexual violence in the Madrasah Aliyah environment, especially as part of a preventive approach based on Islamic values and etiquette.

The novelty of this research lies in its focus, which specifically examines the strategies of Akidah Akhlak teachers in preventing sexual violence in Madrasah Aliyah (Islamic Senior High School). This topic has not been widely explored in the context of religious education, despite its high urgency amidst the increasing number of cases of sexual violence in education. This research provides a new contribution to the discourse on religious moral education as a preventive approach to sexual violence among adolescents.

This study aims to describe in depth the strategies used by Akidah Akhlak teachers to prevent sexual violence through the teaching of Dress Etiquette at MAN Temanggung. Furthermore, this study also aims to identify the obstacles teachers face in implementing these strategies and the solutions they apply to create a safe, morally sound, and sexual violence-free madrasah environment.

## Research Methods

This type of research includes field research with a phenomenological approach, namely research that explains or reveal the meaning of concepts or phenomena of experiences experienced by several individuals based on their awareness.(Abdussamad, 2021) The method used in this study is a qualitative method. Data collection techniques were carried out through direct observation, interviews, and documentation. Primary data were obtained from interviews with the Akidah Akhlak Teacher, students of MAN Temanggung, and the Deputy Head of Curriculum. Secondary data were in the form of photo archives documenting learning, interviews, and the implementation of Dress Etiquette. Data validity was checked using data triangulation.

## Results and Discussion

### The Strategy of Aqidah Akhlak Teachers in Preventing Sexual Violence at MAN Temanggung

Strategy comes from the Greek word *strategos*, which refers to a general. This concept illustrates that success or victory is largely determined by the leadership and skill of the commander. (Sakila, 2015). Strategy is a plan that includes rules, stages and tools used in learning. (Mustofa, MA & Hamid, 2020). Faith is the main foundation in determining the direction of human life. (Wahyudi, M.Pd.I, 2017). Faith is like a human being who believes in the existence of Allah SWT, believes in His power, believes in the obligation to obey Him and perfects morals, which is what is meant by faith in Arabic. (Tumiran, 2020) However, faith must also be accompanied by morals. Al-Ghazali defines morals as qualities embedded in the soul that give rise to all actions easily and spontaneously without requiring further thought and consideration. (Handayani, 2020). Moral values include morals towards Allah SWT. morals towards oneself, morals towards fellow human beings, and morals towards the environment (Fijanati et al., 2022).

The Islamic Aqidah and Akhlak (Religious Awareness) teachers at MAN Temanggung implement several strategies, both in and outside of teaching. Within this context, the topic of Dress Etiquette serves as a gateway to instilling values of modesty, awareness of private parts, and respect for oneself and others. In this material, students will learn how to dress appropriately. Islamic law, with the aim of covering curved parts of the body that should not be seen in public and must be associated with an attitude of piety which involves psychological value for the wearer (Anafarhanah, 2019). Clothing is not only body protection, but also a reflection of self-worth and honor (Shihab, 2018, p. 109).

Dress code is a reflection of moral values that are instilled through habituation and religious awareness. (Zubaedi, 2021). The obligation to cover the private parts for Muslim women has been explained in the Qur'an, especially in Surah Al-Ahzab verse 59 (Religion, 2014):

يَا أَيُّهَا النَّبِيُّ قُلْ لِّزَوْجِكَ وَمَنْ أُولَئِكَ الَّذِينَ يُدِينُ بِحُكْمِ اللَّهِ وَالْكِتَابِ وَالْحُكْمِ الرَّاسِخِ فِي الْأَعْيُنِ مِنَ الْمُؤْمِنِينَ يُدِينُ بِحُكْمِ اللَّهِ وَالْكِتَابِ وَالْحُكْمِ الرَّاسِخِ فِي الْأَعْيُنِ مِنَ الْمُؤْمِنِينَ <sup>٥٩</sup> ۚ وَاللَّهُ غَفُورٌ رَحِيمٌ

In this verse, Allah SWT. ordered the Prophet Muhammad SAW. to tell women who have reached puberty to cover their private parts, which covers the entire body except the face and palms of the hands. The purpose of this command is to make them easier to recognize and avoid interference. Thus, this obligation serves as protection for women from potential harm and to safeguard their honor (Suna et al., 2022).

The learning strategy used by the Akidah Akhlak Teacher in efforts to prevent sexual violence at MAN Temanggung is in line with the theory of Dr. Wahyudin Nasution. (Nasution, 2017), including:

#### 1. Expository Strategy

This strategy focuses on delivering material orally. As technology advances, teachers can utilize digital media to support material delivery. More engaging and interactive. From a psychological perspective, the expository method has the advantage of creating a sense of comfort and providing certainty to students, especially those in the early stages of the learning process. (Subairi, 2023) By using expository learning strategies, the learning material delivered by the teacher can be easily accepted by students. (Nasution, 2017, p. 94) This is a form of teacher approach to students because teachers play an important role in this strategy.

Recognizing the weaknesses of the lecture method, which tends to be passive and boring, especially for the digital generation, the Aqidah Akhlak teacher at MAN Temanggung innovated by combining lectures and dictating lesson summaries. These summaries are then used as notes by students, allowing them to easily review the material independently.

## 2. Cooperative Strategy

Cooperative learning strategies are strategies that emphasize the collaborative process in groups.(Nasution, 2017). The goal is not only limited to academic ability or mastery of the subject matter, but also includes an element of cooperation in understanding the material.(Hasanah & Himami, 2021)Cooperative learning can encourage increased student learning motivation by creating a supportive atmosphere, fostering a greater sense of responsibility, and helping students gain a better understanding through group discussion activities.(Natasya Nurul Lathifa et al., 2024). This cooperation is the main characteristic of cooperative learning.

The implementation of cooperative learning strategies by the Akidah Akhlak teacher at MAN Temanggung uses a case study-based approach. The teacher presents examples of sexual violence relevant to the lives of adolescents and then instructs students to discuss the case in groups.

## 3. Affective Strategy

Affective learning strategies focus on developing students' character, morals, and ethics. These attitudes are formed through habituation and modeling.(Nababan et al., 2023, p. pp.1-2)MAN Temanggung teachers, especially the Aqidah Akhlak teacher, provide a real example of dressing in accordance with Islamic law. They show consistency in maintaining modesty without following fashion trends that are not in accordance with religious norms. This context aligns with Albert Bandura's theory, which emphasizes that students learn by imitating the behavior of authoritative figures. In this context, teachers act as role models in shaping attitudes and behavior, particularly regarding dress code and social etiquette.

In addition, efforts to prevent sexual violence outside of learning are carried out by enforcing discipline through warnings for violations of dress codes, good examples or role models from teachers, and cooperation between the Aqidah Akhlak Teacher, the BK Teacher and parents.

## **Obstacles Faced by Aqidah Akhlak Teachers in Efforts to Prevent Sexual Violence and Their Solutions**

Internal obstacles faced by Akidah Akhlak Teachers in efforts to prevent sexual violence include:

### 1. Less conducive classroom environment

Students often head to the cafeteria or the bathroom during class change. This poses a major obstacle for teachers. When teachers enter, students are still unoccupied; some are still eating and drinking, while others are still in the cafeteria. This wastes approximately 10-15 minutes of class time.

### 2. Discussion of sexual violence is considered taboo(Makarim et al., 2024, p. pp.61-63)

Discussing sexual violence is often considered shameful and inappropriate. Yet, sex education has a different meaning than sexual intercourse.(Ifadah et al., 2023)Sex education is crucial to begin early in life. Therefore, it needs to be tailored to the students' age range to avoid misunderstandings.

### 3. Students' desire to be the center of attention

Some students tend to want to stand out to attract attention both at school and outside of school. This desire is sometimes manifested through dressing differently from the norm, which they perceive as a form of self-expression or a current trend.

### 4. Lack of awareness among students about the limits of private parts

Students' awareness of maintaining the limits of what is permissible to expose their private parts is still lacking. This is because, even when wearing closed clothing, they still perceive their bodies as being covered. Covering, in fact, means not exposing any part of the body. However, most students are unaware of this. While at school, they may still dress according to existing regulations because sanctions are imposed for violators, although some still violate them. However, when they are out there, they still follow the prevailing dress code. They

assume they are covering their private parts simply because they are wearing closed clothing, even though they still do not meet the requirements of Islamic law.

Meanwhile, external constraints include:

1. Fashion trends present time

Advances in fashion have led schoolchildren to want to follow current trends. This makes it difficult to enforce school discipline without explicit guidance from students. This obligation serves to protect girls from potential harassment and maintain their dignity.

2. Socializing outside the madrasa

Unhealthy social interactions outside the madrasah environment significantly impact students. These interactions are carried over into the madrasah environment, leading students to violate existing regulations, particularly the dress code in accordance with Islamic law. This is evident during major school events, such as class meetings or celebrations of major holidays, where uniforms are not required.

3. Lack of family response to students' sexual development

Some students experience a lack of family response to their children's sexual development. Almost all responsibility falls on the school. However, efforts to prevent sexual violence through appropriate and proper Islamic dress code also require parental involvement. This lack of parental attention in this regard also leads to students' behavior being somewhat different from others.

4. The influence of media and technology

The rapid development of social media and technology, if not used wisely, can have negative impacts. Currently, children are unable to distinguish between clothing styles that are in accordance with Islamic law and those that are not. They often imitate what's trending without prior consideration. Yet, this technological advancement encourages adaptation in various aspects of life. (Wijanarko & Narahmalia, 2022). It doesn't mean you have to imitate all existing developments.

Solutions to overcome these obstacles include:

1. Implement discipline at the start of learning with attendance.

Discipline is implemented at the beginning of the learning process through regular attendance checks, as a way to instill a sense of responsibility and readiness in students to optimally participate in the learning process. This process goes beyond simply recording student attendance; it also serves as a foundation for instilling the values of responsibility, punctuality, and seriousness in learning.

Furthermore, attendance also provides an opportunity for teachers to monitor students' well-being, for example by asking how they are or providing a brief motivational session before the lesson begins. This habit is expected to foster discipline, punctuality, and mental and academic readiness, enabling optimal learning. Consistent discipline from the start of class will create a conducive classroom environment and foster a positive learning culture.

2. Teachers can use a variety of learning methods according to the needs of their students.

In an effort to create an effective learning process, teachers are required to apply varied and innovative learning methods. The choice of learning methods is tailored to the needs of the students. (Nasution, 2017) so they can more easily understand the material and participate in learning activities. Using appropriate methods also encourages a pleasant learning environment, so that learning objectives can be optimally achieved.

3. Emphasizing the importance of learning sex education from an early age

Preventive steps to protect children from the potential for sexual violence can be taken by instilling sexual education from an early age according to the child's age and developmental phase. (Ifadah et al., 2023). In this way, students are equipped with basic knowledge that can help them maintain their modesty and act wisely amidst complex environmental influences.

4. Emphasizing the importance of awareness of dressing according to Islamic law

Awareness of dressing according to Islamic law is an important part of developing students' character and moral values. The way they dress reflects the moral values instilled

through habituation and religious awareness.(Zubaedi, 2021). Education regarding clothing etiquette must be instilled as a form of compliance with religious teachings and a reflection of good morals, not just formalistic rules.

5. Collaborate with parents of students in supervising both social interactions and social media

Supervision of students' social interactions and activities on social media cannot be solely the responsibility of schools. Therefore, collaboration between teachers and parents is crucial.(Nasution, 2017)Through active communication and good coordination, both parties can support each other in guiding and monitoring the development of student behavior, both at school and at home, in order to prevent negative influences that may arise from the external environment.

6. Conducting home visits for students with problems to convey the importance of monitoring their clothing and social interactions.

As a form of personal attention and engagement with students, teachers can conduct home visits. This activity aims to establish direct communication with parents and provide education on the importance of monitoring students' dress, social interactions, and activities outside of school.(Makarim et al., 2024)With the synergy between the school and the family, it is hoped that students will develop moral and ethical personalities.

## Conclusion

The strategies of the Aqidah Akhlak Teachers in preventing sexual violence at MAN Temanggung are divided into two. First, the strategy for preventing sexual violence in learning through affective, expository, and cooperative learning methods. Second, the strategy for preventing sexual violence outside of learning includes enforcing discipline through reprimands, *uswatun hasanah* (exemplary behavior), and collaboration between the Aqidah Akhlak Teachers, the Guidance and Counseling Teachers, and parents. Therefore, it can be concluded that the Aqidah Akhlak Teachers' efforts in preventing sexual violence are carried out through strengthening moral values in learning and fostering student behavior. Internal obstacles faced by the Aqidah Akhlak Teachers include a less conducive classroom environment, the desire to stand out, discussions of sexual violence being considered taboo, and low student awareness of the boundaries of *aurat* (intimate genitals). Meanwhile, external obstacles include fashion trends, the development of social media, and the lack of parental supervision in clothing. Possible solutions include tightening discipline, implementing collaboration with the Guidance and Counseling Teachers, and parents regarding the prevention of sexual violence and dress etiquette.

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