

Reorientation of Moral Values and the Role of Islamic Educators to Overcome the Phenomenon of Sexual Violence

Anisah Oktalia

UIN K.H. Abdurrahman Wahid Pekalongan

Email: anisahoktalia@gmail.com

Abstract

The increase in cases of underage sexual violence is quite concerning in the world of education, this has even happened in educational institutions. The Ministry of Women's Empowerment and Child Protection noted that throughout 2021, there were 7,004 cases of sexual violence experienced by minors. This research is to review moral values and the role of Islamic religious educators in overcoming sexual violence. Lawrence Kohlberg said that moral development is a measure of a person's high and low morals based on the development of his moral reasoning. This study uses a qualitative approach with library research methods. The results of this study describe that the existence of Minister of Religion Regulation No. 73 of 2022 concerning the prevention and handling of sexual violence is able to provide protection and provide strict sanctions against perpetrators of sexual violence. Furthermore, the implementation of child-friendly schools is enforced, which needs to be implemented in formal, non-formal or informal educational institutions as well as providing sex education from an early age about which parts of the body and things that other people should not do to those parts of their bodies.

Keywords: Reorientation, Moral Values, Islamic educator, sexual violence

1. Introduction

Education plays an important role in the progress of this country. The higher the level of education, the more qualified the Indonesian people are. Through education, the community is able to distinguish between what is good and what is bad, what should be done and what should be abandoned. However, the resulting output will be different from what has been studied. This is based on one's moral values.¹ Basically the teacher has a role as an educator and also a parent for students in the formation of moral values.² So that the teacher becomes a role model for students. To create students with character, teachers should instill strong moral values in their students.³ However, to realize the behavior of students

¹ Penyusun, *Krisis Moral Pendidik dan Peserta Didik* dalam Artikel Bidang Pendidikan Kemenag Prov. NTT, <https://ntt.kemenag.go.id/opini/629/krisis-moral-pendidik-dan-peserta-didik-> Kemenag NTT diakses pada 21 oktober 2022 pukul 13.48

² Firdaus, Muhammad Faqih, Umi Mahmudah, and Abdul Khobir. "Teacher's Strategy In Cooperation With Student's Parents To Maximize Online Learning During The Covid-19 Pandemic." In *INTERNATIONAL CONFERENCE ON ISLAM, LAW, AND SOCIETY (INCOILS) 2021*, vol. 1, no. 2. 2022.

³ Ismiati, Nur, Zaenal Mustakim, Saefudin Zuhri, and Umi Mahmudah. "PENGARUH KEPEMIMPINAN GURU DAN KETERAMPILAN MENAJEMEN KELAS TERHADAP

with character, an educator is also required to have good moral values because the teacher is a role model for his students.⁴

The crisis of Moral Values is not only experienced by students but also, many educators are experiencing a moral crisis at the moment. This is marked by the many cases that have arisen about unscrupulous teachers who act inappropriately in the educational environment. Because the school or educational environment should be a friendly place for children.⁵ Data from the Ministry of Women's Empowerment and Child Protection (PPPA) noted that there were 11,952 cases of child violence recorded in the Online Information System for the Protection of Women and Children (Simfoni) throughout 2021. PPPA Minister Bintang Puspayoga said that many forms of violence were experienced by children with cases sexual violence as many as 7,004 cases. This means that 58.6% of cases of violence against children are cases of sexual violence.⁶

Sexual violence has occurred in educational institutions, both schools and tertiary institutions, and has even occurred in religious educational institutions, which are known as sacred and religious.⁷ For example, dozens of female students allegedly experienced sexual harassment by a teacher with the initials SMT at an Islamic boarding school in Trenggalek Regency, East Java. The suspect was arrested by the police on September 24, 2021. This case came to light after one of the victims told his parents about the harassment by SMT. The suspect has been doing this since 2019. Furthermore, the leader of an Islamic boarding school in Jombang, East Java, with the initial S (50) was suspected of molesting female students. The case was revealed in February 2020. The victims have reached 15 female students in the last two years. The Panel of Judges at the Jombang District Court has sentenced S to 15 years in prison and a fine of IDR 4 billion.⁸

And a case of sexual violence occurred recently at a junior high school in the Batang area, a teacher with the initials AM (33 years) became a suspect in a case of sexual violence against 23 female students. The perpetrator was charged with 15 years in prison plus one third because the perpetrator was the teacher of the victims.⁹ In addition to these data, this is also reinforced by the existence of

PERILAKU BELAJAR SISWA DI SDI ISLAM 01 YMI WONOPRINGGO." *IBTIDA-Jurnal Kajian Pendidikan Dasar* 1, no. 2 (2021): 60-72.

⁴ Penyusun, *Krisis Moral Pendidik...*

⁵ Penyusun, *Krisis Moral Pendidik...*

⁶ Ardito Ramadhan, *Kementerian PPA: 11.952 Kasus Kekerasan Seksual terhadap Anak Terjadi sepanjang 2021 Mayoritas Kekerasan Seksual*, <https://nasional.kompas.com/read/2022/03/24/15034051/kementerian-pppa-11952-kasus-kekerasan-terhadap-anak-terjadi-sepanjang-2021>, diakses Pada 7 Oktober 2022 pukul 12.45

⁷ Mahmudah, Umi, and Siti Fatimah. "Sexual Harassment In Education Institutions: College Students' Sexually Abused Experience and Its Impact On Their Lives." *Musawa Jurnal Studi Gender dan Islam* 20, no. 1 (2016): 97-107.

⁸ CNN Indonesia, *Daftar Kasus Kekerasan Seksual di Pesantren Indonesia*, <https://www.cnnindonesia.com/nasional/20211209082552-12-731811/daftar-kasus-kekerasan-seksual-di-pesantren-indonesia>. 28 November 2022

⁹ Tribunnews, *Oknum Guru Agama di Batang pelaku pencabulan puluhan siswi ternyata miliki kelainan seksual*, <https://m.tribunnews.com/amp/regional/2022/09/10/oknum-guru-agama-di-batang-pelaku-pencabulan-puluhan-siswi-ternyata-memiliki-kelainan-seksual> 28 November 2022

several journals that are still related to cases of sexual violence. This becomes a reference material for researchers and to enrich theoretical studies from journals including the following.

First, the journal written by Nunung Susfita from UIN Raden Fatah entitled "The Phenomenon of Sexual Violence Against Underage Children in the Perspective of Indonesian Islamic Family Law" this study aims to analyze the phenomenon of sexual violence against minors based on the perspective of Islamic family law in the District Ponds of Sumbawa Besar Regency. This research uses a descriptive-qualitative approach with the case study method. Based on the results of the research, there are several factors behind the phenomenon of sexual violence against minors (a case study in Empang District, Sumbawa Regency), such as (1) patterns of medication and free association that are not under the control of children from parental supervision. (2) no means of information, media, outreach and special counseling received by children from school institutions and the government related to the impacts and dangers of early sexual violence behavior. (3) the lack of function and role of basic educational institutions as counselors for children when they study at school and others. The similarities in this study are that they both discuss underage sexual violence. However, the point of view is different, this research is seen from the perspective of Islamic Family Law.¹⁰

Second, a journal written by Samsul Bahri and Mansari Iskandarmuda University in Banda Aceh entitled "Model of Child Supervision in Efforts to Prevent Sexual Harassment in Islamic Boarding Schools". Researchers use qualitative research methods. Data were obtained through interviews with teachers and parents of students. Data analysis was carried out qualitatively based on the results of the study showing that sexual harassment in Islamic boarding schools is increasingly open with the courage of students to report every act of sexual harassment they experience. Supervision in an effort to prevent sexual harassment is getting tighter in various ways, namely Strengthening Understanding for Caregivers, Limiting closeness between students if there are suspicious indications, Installing CCTV in Dormitories, Separating male and female students, Placing Caretakers in Each Dormitory and Educating Religious Sciences for Children . The similarities in this study are that they both discuss underage sexual violence that occurs in educational institutions. However, the point of view is different, this research focuses on prevention efforts as a follow-up after the practice of sexual harassment.¹¹

The rise of the phenomenon of sexual violence in the educational environment makes researchers want to analyze more deeply about this problem. Given the large number of educators who become perpetrators of crime, this problem becomes an extraordinary problem, because basically educators are people who are imitated and imitated by students. If an educator behaves like that,

¹⁰ Nunung Susfita, *Fenomena Kekerasan Seksual Terhadap Anak Dibawah Umur Dalam Perspektif Hukum Keluarga Islam Indonesia*, vol. 18. No 2. Desember, Jurnal Raden Fatah, 2018, hlm. 195-196.

¹¹ Samsul bahri dan Mansari, *Model Pengawasan Anak Dalam Upaya Pencegahan Pelecehan Seksual Di Lingkungan Pesantren*, jurnal IAIN langsa, 2021, hlm. 108-109.

then what about the morale of a student. The school should be a friendly school for children, so that parents who entrust their children to the education unit feel safe, the morale of students is well formed and the knowledge of students continues to increase.

Based on these problems, it is a special attraction for researchers to research "Reorientation of Moral Values and the Role of Islamic Religious Educators in overcoming the Phenomenon of Sexual Violence". The main problems in this study are, first, moral values and the role of an Islamic religious educator. Second, how to deal with sexual violence that occurs in the educational environment.

This research uses a qualitative approach with the library study method. This study uses a qualitative descriptive research method, which means that this research aims to explain the phenomenon of sexual violence against women specifically based on social phenomena and using events that occur in the natural environment as a data source. This research studies a process or discovery that occurs naturally by analyzing, interpreting and drawing conclusions from the process. The data collection method in this study uses documents in the form of a large number of facts and data stored in materials in the form of documentation.

2. Discussion

Reorientation is reviewing insights (to determine attitudes and so on). In view of an underlying thought, concern or inclination. So that in a reorientation there is a review both in guidance, direction, and obedience as well as a moral compass one has better insight. Or there are innovations in Orientation. The application of orientation in the realm of education is usually in the form of guidance and direction and obedience. As with religious institutions, orientation will be used as a moral compass for people before entering or when they want to study a particular religion. Introduction and direction in religious institutions are usually closed and inflexible in the form of doctrine and dogma.¹²

In the Big Indonesian Dictionary, moral is defined as morals, character, or morality. Al Ghazali put forward the notion of morality as the equivalent of the word moral as temperament or character or character that remains firmly in the human soul and is the source of the emergence of certain actions from him easily and lightly without the need for prior thought and planning.¹³ Sources of moral teachings include first, Religion. Every religion teaches goodness so that each contains moral teachings. Second, Conscience. Conscience holds moral potential with the help of its mind able to distinguish between good and bad. and third, Customs/ Culture. Customs are the culture of the community, the community as a supporter of culture will be bound by the customs prevailing in society.¹⁴

Kohlberg stated that an individual's moral orientation unfolds as a consequence of cognitive development. Children and youth construct moral

¹² Laeli Nur Azizah, *pengertian Orientasi: jenisnya...*

¹³ Muchson dan samsuri, *Dasar-Dasar Pendidikan Moral*, (Yogyakarta: Ombak, 2013) hlm. 1-2.

¹⁴ Muchson dan samsuri, *Dasar-Dasar Pendidikan...* hlm. 18-20.

thinking as they progress from one stage to the next, rather than passively accepting cultural norms regarding morality.¹⁵

Kohlberg agreed with Piaget who stated that moral attitudes are not the result of socialization or lessons learned from experience, but stages of moral development occur from spontaneous activities of children. Children do develop through social interaction, but this interaction has a special style, where personal factors, namely children's activities, play a role.¹⁶ Parents have an obligation to provide opportunities for role taking and experience cognitive conflict, but they provide a primary role in the moral development of their peers. This proves that parents and peers have a great influence on children's moral development. Kohlberg realized that the atmosphere at school had an important influence compared to others. In improving thinking about morals.¹⁷

At school, an educator becomes a role model or role model for his students. This is evidenced by RI Law no. 20 of 2003, concerning the National Education System article 1 paragraph 6 referred to as educators are educational staff. The teacher is the second role model after parents. The true teacher is a person who must be versatile and all-knowing, and able to transfer habits and knowledge to his students in a way that is in accordance with the development and potential of students. Teachers who work as teaching staff are the most important element and are also responsible for the maturation process for these students.¹⁸

In general, Ahmad Farid quotes Cece Wijaya and A. Tabrani Rusyan, explaining some of the roles and functions of these educators as follows: a) Teachers as teachers and educators b) Teachers as community members c) Teachers as leaders d) Teachers as administrators e) Teachers as the manager of the teaching and learning process.¹⁹

Some of the roles mentioned above apply to all teachers, including religious teachers. From this review in general, the teacher has a very large role which is not only oriented towards aspects of educational staff in educational institutions but also has a very calculated role in the midst of a multi-complex society.²⁰ Because of the big role sexual violence in the educational environment should have been minimized.

Sexual violence is sexual contact that is not wanted by either party. Meanwhile, the term child itself refers to Law Number 23 of 2002, namely someone who is not yet 18 (eighteen) years old, including children who are still in the womb.²¹ Fraser specifically defines sexual violence against children as the exploitation of children with the aim of adult sexual gratification.²² In the

¹⁵ Muchson dan samsuri, *Dasar-Dasar Pendidikan...* hlm. 55.

¹⁶ Muchson dan samsuri, *Dasar-Dasar Pendidikan...* hlm. 56.

¹⁷ Muchson dan samsuri, *Dasar-Dasar Pendidikan...* hlm. 56-57.

¹⁸ M. Ramli, *Hakikat Pendidik dan Peserta didik*, nol 5 no.1, januari-juni, jurnal Tarbiyah Islamiyah, 2015. Hlm, 65-67

¹⁹ M. Ramli, *Hakikat Pendidik...* hlm 70

²⁰ M. Ramli, *Hakikat Pendidik...* hlm 70-71

²¹ Undang-undang Nomor 23 Tahun, 2002

²² Rini, *Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial)*, Jurnal IKRA-ITH Humaniora Vol 4 No 3 Bulan November 2020. Hlm. 159.

Regulation of the Minister of Religion number 73 of 2022 concerning the prevention and handling of sexual violence, forms of sexual violence include actions that are carried out verbally, non-physically, physically and / or through information and communication technology.²³

Sexual violence experienced by minors certainly has a psychological impact. The psychological impact experienced by the subject can be classified into three parts, namely behavioral disturbances, cognitive disorders, emotional disturbances.

- a. Behavioral Disturbance, characterized by laziness to perform daily activities.
- b. Impaired Cognition, characterized by difficulty concentrating, not focusing while studying, often daydreaming and thinking alone.
- c. Emotional Disorders, characterized by mood and mood disturbances and self-blame.²⁴

Every child who has experienced sexual violence needs trauma healing, so that the psychological condition of the victim and his family recovers. By carrying out various forms of activities provided to restore the psychological and social well-being of individuals or communities who have experienced traumatic events. There are various forms of support including

1. Support and encouragement to carry out daily activities (normalization), as well as actively participate in community activities.
2. Information dissemination to prevent violence against women and children.
3. Information dissemination regarding psychological reactions when facing extraordinary events and how to overcome them.
4. Provision of an accurate information center for assistance.
5. Provision of a security system (prevention of violence).
6. Initiating group activities to carry out spiritual activities.
7. Organize recreational or vocational activities.
8. Organize structured activities for children and youth.²⁵

In handling child cases, an institution also needs to understand child safety policies. Behave appropriately towards children and never violate trust as part of an organization that protects children. Conduct studies and reduce risks to children related to activities or actions taken.²⁶

how to deal with sexual violence that has occurred in the educational environment. It has been regulated in the Regulation of the Minister of Religion number 73 of 2022 concerning the prevention and handling of sexual violence in education units. This treatment includes:

1. Reporting
2. Protection

²³ Peraturan Menteri Agama nomor 73 tahun 2022 tentang pencegahan dan penanganan kekerasan seksual

²⁴ M. Anwar Fuadi, *Dinamika Psikologi Kekerasan Seksual: Sebuah Studi Fenomenologi*, vol. 8, no.2, dalam jurnal Psikolamika Januari 2011. Hlm. 198

²⁵ Arafah, *Penanganan Kasus Kekerasan dan Pelecehan Seksual pada Anak di Masa Pandemi COVID-19*, dalam artikel Perempuan dan Perlindungan Anak, Edisi 177 November - Desember 2020.

²⁶ Arafah, *Penanganan Kasus Kekerasan...*

3. Assistance
4. Enforcement
5. Recovery of victims.²⁷

3. Conclusion

Violence of any kind, in any form, cannot be tolerated for any reason. be careful in choosing friends in association, do not be quick to believe and be lulled by the persuasion and lures promised by other people, whether they are known or not. To overcome existing violence, there needs to be awareness from various parties, because reporting violence is not easy so when the case is known to the public, many underage children have become victims. With the Minister of Religion Regulation number 73 of 2022 concerning the prevention and handling of sexual violence, this is a good start. So as to minimize cases of sexual violence. And provide a deterrent effect to the perpetrators and institutions that cover up the existence of the case. In order to maximize the Minister of Religion Regulation number 73 of 2022 so that a two-way process can be established, it is necessary to implement child-friendly schools in all educational institutions, both formal educational institutions, non-formal educational institutions and informal educational institutions. The more schools that implement child-friendly schools, the level of sexual violence can be minimized. Furthermore, it is necessary to implement sex education from an early age, the best thing that can possibly be done is to provide yourself with an understanding of which body parts and things that other people should not do to those parts of your body. As well as a deep understanding of religious teachings can also be a fortress to avoid acts of sexual violence.

REFERENCES

- Undang-undang Nomor 23 Tahun, 2002
 Undang-Undang RI No. 20 Tahun 2003
 Peraturan Menteri Agama nomor 73 tahun 2022
 Arafah. 2020. *Penanganan Kasus Kekerasan dan Pelecehan Seksual pada Anak di Masa Pandemi COVID-19*. Perempuan dan Perlindungan Anak Edisi 177 November – Desember.
 Ardito Ramadhan. *Kementerian PPA: 11.952 Kasus Kekerasan Seksual terhadap Anak Terjadi sepanjang 2021 Mayoritas Kekerasan Seksual*. <https://nasional.kompas.com/read/2022/03/24/15034051/kementerian-pppa-11952-kasus-kekerasan-terhadap-anak-terjadi-sepanjang-2021>. diakses Pada 7 Oktober 2022
 CNN Indonesia, *Daftar Kasus Kekerasan Seksual di Pesantren Indonesia*. <https://www.cnnindonesia.com/nasional/20211209082552-12-731811/daftar-kasus-kekerasan-seksual-di-pesantren-indonesia>Bahri, Samsul dan Mansari. 2021 *Model Pengawasan Anak Dalam Upaya Pencegahan Pelecehan Seksual Di Lingkungan Pesantren*. jurnal IAIN langsa, 2021.
 Firdaus, Muhammad Faqih, Umi Mahmudah, and Abdul Khobir. "Teacher's Strategy In Cooperation With Student's Parents To Maximize Online

²⁷ Peraturan Menteri Agama nomor 73 tahun 2022...

- Learning During The Covid-19 Pandemic." In *INTERNATIONAL CONFERENCE ON ISLAM, LAW, AND SOCIETY (INCOILS) 2021*, vol. 1, no. 2. 2022.
- Fuadi, M. Anwar. 2011. *Dinamika Psikologi Kekerasan Seksual: Sebuah Studi Fenomenologi*, vol. 8, no.2, dalam jurnal *Psikoilamika* Januari.
- Ismiati, Nur, Zaenal Mustakim, Saefudin Zuhri, and Umi Mahmudah. "PENGARUH KEPEMIMPINAN GURU DAN KETERAMPILAN MENAJEMEN KELAS TERHADAP PERILAKU BELAJAR SISWA DI SDI ISLAM 01 YMI WONOPRINGGO." *IBTIDA-Jurnal Kajian Pendidikan Dasar* 1, no. 2 (2021): 60-72.
- KBBI Daring, Pengertian Reorientasi, <https://kbbi.kemdikbud.go.id/entri/reorientasi>. Diakses pada 13 November 2022
- Mahmudah, Umi, and Siti Fatimah. "Sexual Harassment In Education Institutions: College Students' Sexually Abused Experience and Its Impact On Their Lives." *Musawa Jurnal Studi Gender dan Islam* 20, no. 1 (2016): 97-107.
- Mahmudah, U. 2020. *Metode statistika: Step by step. Pekalongan: Penerbit NEM.*
- Muchson dan samsuri. 2013. *Dasar-Dasar Pendidikan Moral*. Yogyakarta: Ombak.
- Nunung Susfita, *Fenomena Kekerasan Seksual Terhadap Anak Dibawah Umur Dalam Perspektif Hukum Keluarga Islam Indonesia*, vol. 18. No 2. Desember, Jurnal Raden Fatah, 2018.
- Penyusun, *Krisis Moral Pendidik dan Peserta Didik* dalam Artikel Bidang Pendidikan Kemenag Prov. NTT, <https://ntt.kemenag.go.id/opini/629/krisis-moral-pendidik-dan-peserta-didik->, Kemenag NTT diakses pada 21 oktober 2022
- Ramli, M. 2015. *Hakikat Pendidik dan Peserta didik*. nol 5 no.1. januari-juni. jurnal Tarbiyah Islamiyah.
- Rini. 2020. *Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial)*. Jurnal IKRA-ITH Humaniora Vol 4 No 3 Bulan November. . 28 November 2022
- Tribunnews. *Oknum Guru Agama di Batang pelaku pencabulan puluhan siswi ternyata memiliki kelainan seksual*. <https://m.tribunnews.com/amp/regional/2022/09/10/oknum-guru-agama-di-batang-pelaku-pencabulan-puluhan-siswi-ternyata-memiliki-kelainan-seksual> 28 November 2022.