

THE ROLE OF CHARACTER EDUCATION AND RELIGIOUS VALUES IN PREVENTION OF SEXUAL VIOLENCE

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Abstract

Discussion on national character has been included in the legal regulation, that every Indonesian society is expected to be an individual who understands morals and is accustomed to doing good things in life. Developments in the era of globalization are increasingly massive, ultimately having an impact on the elimination of national character. In the end, several problems arise due to the shift in national character, one of which is the occurrence of free association which has an impact on sexual harassment. This study uses a library research method by utilizing secondary data as reference material. In an effort to prevent sexual harassment, character education and the application of religious values for an individual are very important. Because these two things can ultimately lead an individual to maintain association; manners; politeness; and norms taught in religious values.

Keywords: Character Education And Religious Values, Sexual Violence

Introduction

Due to the influence of globalization that is currently taking place, Indonesian society has forgotten how to form the character of the nation. In fact, personality development is a continuous process that will never end as long as there are humans on this earth. In this case, various parties need to contribute, especially the role of the family is considered to play an important role in providing a strong foundation for children, both at elementary, middle, and high levels (Arief, Prakoso, & Risman, 2021).

Education as one of the branches of human life has an important role in producing intelligent, enlightened, and unique generations. in accordance with the definition of education in Article 1 Paragraph 1 of Law Number 20 of 2003. In other words, education is a conscious and planned effort to create an environment and learning process that allows students to actively develop their potential. Having spiritual and religious strength, self-control, character, intelligence, noble morals, and skills needed for oneself, society, state, and nation. Character education is in line with the philosophy of creating moral education.

The desire to become a nation with character has long been embedded in the Indonesian people. This desire was expressed by the nation's *founding fathers* in the second preamble to the 1945 Constitution, with a firm statement to "lead the Indonesian nation to the gate of independence of an independent, united and sovereign Indonesian nation". The Founders realized that only through the development of an independent, united, sovereign, just and prosperous nation, the Indonesian nation can gain dignity and honor from other nations (Abdulah, 2018).

Therefore, character education is more important than moral education, because character education is not only about right and wrong, but also how to instill in students the habits of good things in life, so that students can develop high awareness and understanding. Interest and effort in determining virtue in everyday life

Educational Problems according to Zubaedi (2011) that character education essentially involves the development of a substance, process, atmosphere, or environment that allows someone to develop good habits in everyday life (Lapsley & Narvaez, 2006). One alternative for implementing character education in higher education is to optimize religious values. The role of religious education is very important in realizing the development of student character and to fortify students in Free association is a form of dating that has a negative impact on society, both teenagers, adults, or even students. Although intelligent, students are among the most vulnerable subjects to free association. Moreover, currently, almost all students describe themselves as people who are open to everything. Another reason is that students have a very strong social need and try to be friends with everyone they meet. These things make it very possible for students to engage in free association.

Research methods

This study uses library research, which is research conducted through the collection of information or research or scientific work aimed at the subject of information collection that is library-based, or carried out to solve problems. questions primarily focus on important and detailed studies of relevant library materials. The data sources for this study are library materials written and published by authors who do not observe or participate directly in the results of the research or the writing of the researcher or the reality he describes, but provide comments and criticism (Sugiyono, 2016).

Since this research is a library research, the data collection method used in this research is based on library data collection by collecting library materials continuously (consistently) according to the topic discussed. Data available in the literature is collected and processed through: (1) editing, namely re-examination of the data received, especially regarding completeness, clarity of meaning, and consistency of meaning between other data. (2) Arrange or collect data obtained using the framework provided. (3) find research results, namely further analyzing the results of data compilation using predetermined rules, theories and methods so that a certain conclusion (conclusion) is reached. The challenge is by the Ministry of Education and Culture.

Results and Discussion

Basic Concepts of Character Education

The term character is associated and interchangeable with the terms ethics, morals, and/or values, refers to moral strength, and has a “positive” rather than neutral connotation (Sukmayadi & Yahya, 2020). Therefore, character education in a broad sense can be interpreted as education in which students develop the cultural values and character of the nation, have these values and characters as their own, and use them in their lives as members of society. and as a religious, nationalist, productive and creative nation. This concept was developed as a response to the real situation currently facing the Indonesian nation, which is characterized by increasing crime, decreasing nationalism, increasing racism, decreasing religious tolerance, and the loss of religiosity. It must be taken seriously by society. It is society that is characterized in such a way that the cultural values of the nation can be preserved, passed down and become the culture of society again. One action that can be taken immediately is to improve the curriculum of the national education system with a focus on building authentic character (Dewi, Susanti, & Wibawa, 2024).

Character education does occupy an important place, as seen from the objectives of national education set out in Law Number 20 of 2003 concerning the National Education System. National education has a mission to develop skills, form valuable national character and civilization, and to educate national life, so that students believe, are devoted to God Almighty, and have noble morals. Become citizens with character, healthy, knowledgeable, competent, creative, independent, democratic, and responsible (Ministry of National Education, 2003).

Character education can only be recorded and memorized, it cannot be evaluated in a short time. Character education is learning that is applied to all student activities in college, society, and home through a process of habituation, role model, and continuous practice. Therefore, the success of character education is a shared responsibility between college, society, and parents.

To overcome the moral crisis that has hit our country, in the current situation it is very important to strengthen moral and character education. This crisis includes increasing promiscuity, rampant violence against children and adolescents, crimes against friends, theft by the younger generation, cheating habits, drug abuse, pornography, and destruction of other people's property. Personality development is very important because it is a social problem that has not been completely resolved. Character education cannot be separated from the role of teachers, because everything teachers do can affect students' character. Personality is formed from three interrelated parts: moral knowledge, moral feelings, and moral behavior (Lickona, 2008)

Religious Values for Preventing Sexual Violence

The environment plays the most important role in shaping an individual's personality. In other words, the growth and development of an individual will greatly depend on a good environment. Moreover, the massive flow of globalization that continues to offer positive and negative impacts simultaneously is considered a phenomenon that continues to be worrying (Ismail & Nugraha, 2024). The ease of accessing everything on the internet and the absence of strict supervision have an impact on deviations committed by an individual. One of the deviations that can occur is related to *misinformation* about sex that can be freely accessed in this digital era.

The deviation starts from a lack of understanding about sex. From the beginning, sex has always been placed as something taboo. In the end, understanding about it is not conveyed properly. In fact, understanding about sex from an early age is very important, this is emphasized by Wu & Lee 2020 in (Absi, Rusniati, & Martini, 2023) that the risk of an individual experiencing sexual harassment or violence at an early age will have an impact on their growth and development into adulthood. Most individuals who experience this phenomenon will feel symptoms of depression, social anxiety, and loneliness until adolescence. Therefore, early sex education is considered very important, one of which is to prevent the risk of an individual experiencing sexual harassment.

As previously stated, education can be an effort that can be made to prevent sexual harassment. Sex education can be obtained through formal or non-formal institutions. One of the non-formal educations in question is religious education. As we can understand, religion is the foundation of human life, whatever happens, whether there is social change, religious education is the main thing. (Siregar, HL, Dongoran, PM, & Hayani, 2024) emphasized that religious education includes moral values, codes of ethics, and guidelines for a healthy life. In other words, religion will always be the main basis and always side by side with all community activities.

In Islam, sex education takes the form of teaching, guidance and information that is directly related to commands, suggestions and prohibitions under religious pretexts. The religious excuse in question comes from QS al-Isra': 32 regarding obligatory orders or fardu, recommendations or sunnah, makruh, and prohibitions or haram. Allah says :

ولا تقربوا الزنا إنه كان فاحشة وساء سبيلا (الاسراء : ٣٢)

Meaning: and do not come near to adultery, for indeed adultery is a a heinous act and a bad way (QS. Al-Isra' 32)

Based on this, it can be explained that the values contained in the pretext of the Islamic religion are identical to positive values that can be a guideline for individuals to avoid behavior that is contrary to the values and norms of existing society . Moreover, religious education is a mandate that is clearly stated in the laws of the Republic of Indonesia. Referring to the National Education System Law No. 20 of 2003, it can be seen that the function of "national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation and aims to develop the potential of students to become human beings who believe and are devoted to God Almighty and have noble character.

Furthermore, Article 37 Paragraph 2 emphasizes that the education curriculum in Indonesia, both in schools and universities, has an obligation to manage education, so that all students can learn with religious education, citizenship education, and language education. In other words, in this regulation the government seeks to create Indonesian society into religious individuals.

Especially in the university environment, religious education is generally divided into two parts, namely faith and morals. The material contained in the discussion of faith and morals has a fairly important role in preventing sexual harassment (Pasaribu, 2022). With this material, lecturers as educators in the university environment are expected to be able to provide direction to all students on how to form commendable morals and have commendable morals. This is also based on the philosophical values in Islamic education,

namely related to the purpose of faith and moral education to guide students to develop their personalities, so that physical and spiritual development is formed.

This objective is then reinforced by the contents of Chapter I Article 1 of Government Regulation of the Republic of Indonesia No. 55 of 2007, which states that "education that provides knowledge and forms attitudes, personalities, and skills of students in practicing their religious teachings, which is carried out at least through subjects/lectures on all paths, networks, and types of education". Based on the previous explanation, a conclusion can be drawn. That from a religious perspective, every human being is taught to become a virtuous human being. In fact, before the positive law was implemented at this time, religion and belief were the only tools that could unite all views on human behavior. In other words, religion can be the most basic filter that can be a guideline for humans in facing technological advances and the development of the times. Likewise, in terms of preventing sexual harassment, it is likely to be effective, because in religion sexual harassment is something that is contrary to moral values.

Conclusion

Discussion on national character has been included in the legal regulation, that every Indonesian society is expected to be an individual who understands morals and is accustomed to doing good things in life. Developments in the era of globalization are increasingly massive, ultimately having an impact on the elimination of national character. In the end, several problems arise due to the shift in national character, one of which is the occurrence of free association which has an impact on sexual harassment.

Based on these problems, strengthening character education is considered very necessary as a form of preventing sexual harassment. Because character education is the development of cultural values and national character as a basis for human interaction. It certainly includes nationalism, religiousness, and productivity. In addition to prioritizing character education, to realize these prevention efforts, it is also necessary to instill religious values. Religious values can be obtained through religious education. As we understand, religion is the foundation of human life. So, no matter how fast the changes, by implementing religious values, humans will continue to be guided by the beliefs contained. Likewise with the prevention of sexual harassment, character education and the application of religious values for an individual are very important. Because these two things can ultimately lead an individual to maintain relationships; manners; politeness; and norms taught in religious values.

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