
Islamic Education Model in the Context of Sexual Bullying Prevention with a Sociolinguistic Approach

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Abstract

This research aims to develop an Islamic education model for preventing sexual bullying using a sociolinguistic approach. This approach analyzes language use and social interactions within Islamic education to understand and mitigate sexual bullying behavior. The main issue highlighted is the lack of understanding regarding the integration of sociolinguistic principles into these models. A qualitative research method was employed, involving 5 respondents from Islamic educational settings, 2 sociolinguistic experts, and 3 Islamic religious teachers. Data were collected through interviews, observations, and document analysis, with social integration theory applied in the data analysis. The findings indicate that educational models such as communication etiquette training, social skills development, the teaching of law and ethics, Islamic religious education, and shared responsibility learning play crucial roles in preventing sexual bullying. They support the formation of a positive social identity and strengthen interpersonal relationships. The uniqueness of this research lies in integrating sociolinguistic and Islamic approaches to address sensitive issues like sexual bullying. In conclusion, Islamic education models based on sociolinguistic principles have significant potential to reduce incidents of sexual violence in educational environments.

Keywords: Islamic education model, Sociolinguistics, Sexual bullying.

1. Introduction

Sexual harassment is a serious issue that violates individual rights, both morally and legally. In Islamic boarding schools, religious norms and unique social structures

prevail, making sexual harassment an urgent concern due to the vulnerability of these environments to such cases. Boarding schools, as traditional Islamic educational institutions, play a crucial role in shaping individuals' religious identity and morality (Alwi, S. A. Lubis, and L. Lubis, 2019; Thomas, Alphonsa Jose, and Aneesh Kumar, 2018). However, these institutions also have complex internal dynamics, including social interactions, power hierarchies, and evolving cultures (Azmi and Yusuf, 2023).

Social studies on sexual harassment in boarding schools highlight the importance of understanding the root motives of harassment, the behavior patterns of perpetrators, and the structural and cultural factors that facilitate harassment in such environments (Álvarez-García, García, and Núñez, 2015). These studies encompass not only social aspects such as social interactions, power dynamics, and cultural norms, but also emphasize the roles of gender, power imbalances, and identity constructions within the boarding school context (Syahrani, 2022). In this context, integrating principles of sociolinguistics into Islamic education models can be a relevant and effective approach in preventing cases of sexual bullying in boarding schools (Aslinda and Syafyahya, 2007).

Boarding schools, as environments characterized by hierarchical structures and emotional bonds between students and teachers or school leaders, are susceptible to sexual harassment. Factors such as limited supervision, unequal power dynamics, and lack of access to information about rights and protection mechanisms increase the risk of harassment in boarding schools (Rahman, Suasanti, Pratiwi, et al., 2023). This underscores the importance of developing education models that not only emphasize moral and spiritual aspects but also consider the social and structural dynamics present within boarding schools.

Several previous studies have investigated incidents of sexual harassment in Islamic boarding schools, revealing their negative impacts on victims, such as psychological disturbances and low self-esteem. Fitri et al., 2021 conducted a qualitative study by interviewing sexual harassment victims in several boarding schools in Indonesia, uncovering cases of harassment and their significant impacts. Scarduzio, Sheff, and Smith, 2018 explored the phenomenon of sexual harassment from the perspective of students through in-depth interviews, revealing patterns and factors influencing harassment occurrences. Rumble et al., 2020 analyzed sexual harassment in boarding schools in West Java using a mixed-method approach of surveys and interviews, providing a more comprehensive understanding of harassment incidents and their impacts. Therefore, further research is needed to deeply understand and evaluate the effectiveness and relevance of Islamic education models related to sociolinguistics in addressing cases of sexual bullying in educational institutions and to identify factors influencing their implementation.

The sociolinguistic approach is crucial for understanding how language and social interactions influence perceptions and behaviors related to sexual violence in Islamic boarding schools (*pesantren*). It helps identify communication patterns that either support or prevent harassment and understand cultural and gender norms (Scarduzio, Sheff, and Smith, 2018). By analyzing the language used by teachers and leaders, we can see how power and gender inequalities are maintained. Integrating sociolinguistic principles into Islamic education can enhance critical awareness and develop communication skills, creating a safer and more inclusive environment, as well as preventing and addressing sexual harassment.

Although several previous studies have discussed the negative impacts of sexual

harassment and influencing factors in boarding schools, there are still gaps that need to be identified. First, a more in-depth evaluation is needed to assess the effectiveness of Islamic education models in preventing and addressing sexual harassment. Although some models have been developed, it is unclear how effective they are in reducing harassment incidents in boarding schools (Buto et al., 2020). Further research can expand evaluations to determine if these models effectively achieve their goals. Second, it is important to understand the relevance of Islamic education models in the context of boarding schools, which have unique social and structural dynamics. Characteristics of boarding schools, such as hierarchical structures and emotional attachment between students and teachers, can affect the implementation of these models (Kurniawan and Derajat, 2022). Further research is needed to evaluate the feasibility and implementation of these models in the boarding school context. Third, identifying factors influencing the implementation of education models needs to be considered. Factors such as lack of supervision, power imbalances, and limited access to information about rights and protections can hinder the implementation of these models. Further research can identify and analyze these factors to help develop more effective implementation strategies. The findings of this research are expected to fill these gaps and develop more effective and relevant education models in preventing and addressing sexual harassment in boarding schools (Finkelhor, 2009; Rumble et al., 2020). This will contribute significantly to protecting individual rights and creating a safe and inclusive educational environment for all.

This research aims to fill existing knowledge gaps in the literature regarding the effectiveness and relevance of Islamic education models in the sociolinguistic context of sexual bullying cases in educational institutions, particularly in boarding schools. Although some studies have revealed the negative impacts of sexual harassment and influencing factors in boarding schools, there are still gaps that need to be identified in-depth. This research aims to provide a more comprehensive understanding of how these education models can effectively prevent and address cases of sexual harassment. Additionally, this research aims to identify factors influencing the implementation of these models in educational institutions, including boarding schools. By deeply understanding the factors influencing implementation, it is hoped that this research will contribute significantly to the development of more effective and relevant intervention strategies in addressing cases of sexual bullying in traditional Islamic educational environments.

That Islamic education models integrated with sociolinguistic principles will be effective in reducing incidents of sexual bullying in boarding schools. It is assumed that by implementing these models, boarding schools will create a safer and more inclusive environment for students. Additionally, it is assumed that factors such as limited supervision, power imbalances, and lack of access to information about rights and protection mechanisms will influence the implementation of these models. Therefore, it needs to be tested through in-depth research on the effectiveness and relevance of Islamic education models related to sociolinguistics.

2. Methods

Qualitative research method was employed involving respondents from Islamic educational environments, sociolinguistics experts, and Islamic religious teachers (Stanley, 2008; Vebrianto et al., 2020). The instruments were designed to explore understand-

ing of sociolinguistic principles, application of Islamic values in social interactions, comprehension of cultural norms influencing communication behavior, and awareness of social factors influencing the implementation of educational models.

In this study, data were collected through in-depth interviews, focus group discussions, observations, and document analysis. Respondents were purposively selected, including educators in Islamic educational environments, sociolinguistics experts, Islamic religious teachers, as well as students. The research instruments included interview guides, open-ended questionnaires, and observation checklists, designed to explore understanding of sociolinguistic principles, the application of Islamic values in social interactions, cultural norms influencing communication behavior, and awareness of social factors affecting the implementation of educational models.

Table 1. Instruments and Indicators

Instrument	Indicators
Interview Guide	<ol style="list-style-type: none"> 1 Interview Guide 1. Understanding of sociolinguistic principles 2. Application of Islamic values in social interactions 3. Understanding of cultural norms influencing communication behavior 4. Awareness of social factors influencing the implementation of educational models
Observation List	<ol style="list-style-type: none"> 2 Observation List 1. Frequency and types of social interactions occurring in the educational environment. 2. Compliance level with Islamic values in daily practices. 3. Communication behaviors reflecting an understanding of cultural norms.
Document Analysis	<ol style="list-style-type: none"> 1. Suitability of teaching materials with sociolinguistic principles. 2. Emphasis on Islamic values in training modules. 3. Availability of materials considering social factors in religious books and lecture recordings.

These instruments and indicators were developed based on theory (Mehmet, 2002; Meyerhoff, 2018)

This research employed several data collection techniques, namely interviews, observations, and document analysis (Barr, 2001). Through interviews, the researcher directly interacted with key figures in Islamic education, sociolinguistics experts, and Islamic religion teachers using semi-structured interview guidelines. Observations were conducted in practical situations, such as during training or teaching sessions, to understand the implementation of Islamic education models related to sociolinguistics (Froehlich, Rehm, and Rienties, 2020). Meanwhile, document analysis was performed on various related materials, such as religious books, training modules, and teaching materials, to explore sociolinguistic principles in the context of Islamic education.

The data analysis process in this research involved several important steps. Firstly, interview transcriptions were conducted to transcribe recordings of interviews with relevant informants, including Islamic religious teachers and sociolinguistics experts. The next step involved data coding and categorization, where data from interviews, observations, and documents were coded and grouped based on specific themes or topics (Todd et al., 2004). Theme analysis was then conducted to identify the main themes emerging from the data, reflecting respondents' views and understandings of the relationship between educational models and sociolinguistic concepts. Meanwhile, content analysis of observations and documents helped in understanding the implementation of educational



Figure 1. Example of Image Writing.

models related to sociolinguistics in practical activities. Subsequently, data triangulation was performed by comparing and validating findings from various data sources to ensure the reliability and validity of the research findings. Finally, the analyzed data were used to make interpretations about the effectiveness and relevance of Islamic educational models related to sociolinguistics in preventing cases of sexual bullying in educational institutions. By following these steps, researchers could conduct comprehensive and in-depth data analysis to understand the implications and outcomes of the research conducted.

In this study, data analysis was conducted using relevant theories to guide the interpretation and understanding of the collected data. The study involved 10 respondents, including 5 educators from Islamic educational environments, 2 sociolinguistics experts, and 3 Islamic religious teachers. The respondents were purposively selected to provide rich and relevant insights into the research topic, specifically regarding the application of sociolinguistic principles and Islamic values in education, as well as understanding cultural norms that influence communication behavior.

3. Results and Discussion

3.1. Result

The research findings from utilizing interview instruments, observation checklists, and document analysis in the context of investigating Islamic education models related to sociolinguistics in addressing cases of sexual bullying in educational institutions reflect a profound understanding of various relevant aspects. The interview results indicate that respondents widely grasp the importance of integrating sociolinguistic principles and Islamic values in the educational context. Teachers and students emphasize that sociolinguistic principles, such as using polite language and respecting cultural diversity, can significantly contribute to creating an inclusive and culturally rich learning environment. Additionally, they acknowledge that Islamic values, such as loyalty, justice, and compassion, must also be actively integrated into educational models to promote positive behavior and reduce the likelihood of conflicts or cases of sexual bullying.

Furthermore, respondents also discuss the importance of understanding cultural norms that influence communication behavior in the educational context. They recognize that culture plays a significant role in shaping how individuals interact and communicate with each other. Therefore, understanding cultural norms in the educational environment is crucial to prevent misunderstandings or conflicts that may trigger cases of sexual bul-

lying. Moreover, respondents also express awareness of the social factors that affect the implementation of educational models. It is acknowledged that factors such as social environment, power structures, and interpersonal dynamics can influence the effectiveness of educational models applied in educational institutions. Therefore, it is essential to consider these social factors in designing and implementing educational models to ensure their effectiveness in preventing and addressing cases of sexual bullying.

Through the observation checklist, researchers directly observed social interactions occurring in the educational environment, including among students and teaching staff. These observations recorded the frequency and types of social interactions that emerged, such as interpersonal communication, cooperation in group activities, and behavior in specific situations. The results of the observation indicated variations in the level of adherence to Islamic values and understanding of cultural norms in the educational environment. Some students and teaching staff were more consistent in applying Islamic values in their daily practices, while others had different understandings of cultural norms affecting social interactions. This variation directly influenced the dynamics of social interactions in the educational environment, creating diverse communication patterns and behaviors among individuals involved.

Thus, the observation not only provided a deeper understanding of how educational models are applied in daily life in the educational environment but also revealed the complexity in interpreting and applying Islamic values and cultural norms in social interactions. This underscores the importance of delving into the social and cultural context in designing and implementing effective educational models to prevent cases of sexual bullying and create an inclusive and culturally rich educational environment.

Through document analysis, researchers evaluated the suitability of teaching materials with sociolinguistic principles, emphasis on Islamic values in training modules, and the availability of materials considering social factors in religious books. This analysis aimed to gain a deeper understanding of the extent to which existing educational models reflect the integration of sociolinguistic principles and Islamic values.

The results of the analysis showed that there is still room for improvement in integrating sociolinguistic principles into teaching materials. Although some materials may already consider sociolinguistic aspects, there are still shortcomings in understanding and applying these principles consistently and comprehensively. Some materials may only scratch the surface of sociolinguistic concepts without providing a deep understanding or directly linking them to the context of Islamic education.

The analysis also highlights the importance of a greater emphasis on Islamic values in training modules and teaching materials. Although Islamic religious education often constitutes an integral part of the curriculum in Islamic institutions, sometimes Islamic values are treated merely as separate subjects without being organically integrated into the overall curriculum. This diminishes the effectiveness of educational models in addressing cases of sexual bullying due to the lack of connection between Islamic values and the principles of sociolinguistics and educational context.

The availability of materials that consider social factors in religious texts and lecture recordings is also a significant consideration in analyzing existing educational models. Materials that overlook social aspects in the educational context tend to be ineffective in addressing cases of sexual bullying due to their lack of relevance to the social situations faced by students. Therefore, it is important to develop and update teaching materials to

better address the social factors influencing the implementation of educational models.

Thus, the findings of this document analysis indicate the need to enhance the integration between sociolinguistic principles and Islamic values in educational models. Remedial measures may include improving understanding and application of sociolinguistic principles in teaching materials, placing greater emphasis on Islamic values in training modules and teaching materials, and developing teaching materials that better consider social factors in the context of Islamic education. Consequently, educational models can become more effective in preventing and addressing cases of sexual bullying in educational institutions.

Overall, this research underscores the importance of integrating sociolinguistic principles and Islamic values in educational models to address cases of sexual bullying in educational institutions. Findings from interviews, observations, and document analyses provide a comprehensive overview of how these educational models are understood, implemented, and influenced by social factors in the educational environment. The implications of these findings underscore the importance of developing more holistic and integrated educational models that consider both aspects to create safer, more inclusive, and culturally rich educational environments.

The following schema reflects the importance of integrating sociolinguistic principles and Islamic values into educational models to address cases of sexual bullying in educational institutions. By implementing these models in a holistic and integrated manner, it is hoped that a safer, more inclusive, and culturally rich educational environment can be created.

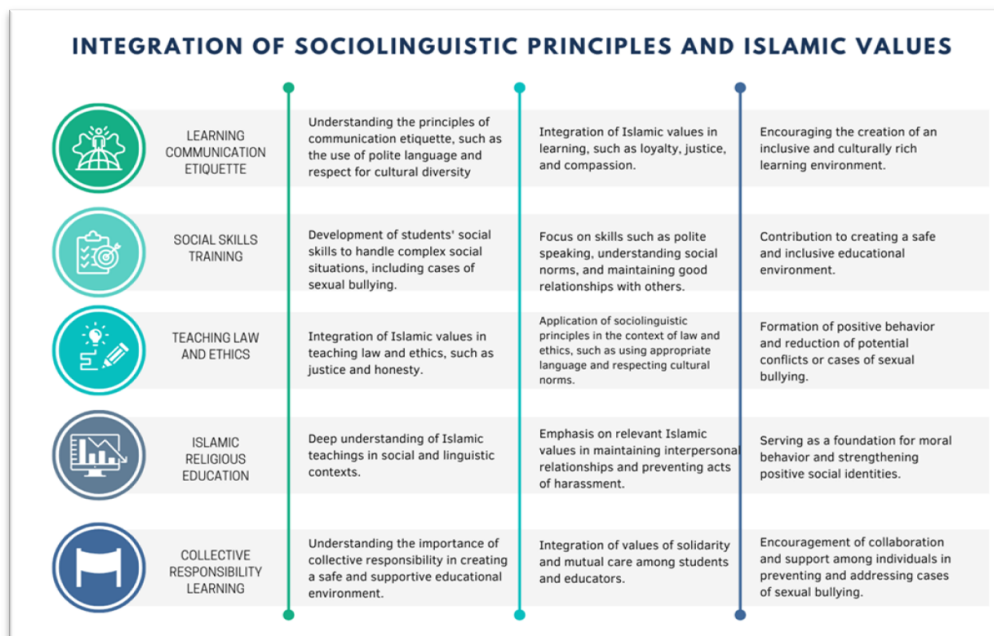


Figure 2. Integration of Sociolinguistic Principles and Islamic Values.

3.2. Discussion

The "Islamic Values-Based Social Communication Curriculum" is an Islamic education model in the context of preventing sexual bullying with a sociolinguistic approach in the context of social communication learning. This model is designed to shape students' characters to effectively and ethically communicate while maintaining Islamic values in their social interactions. With a focus on learning communication etiquette, social skills, law and ethics, and shared responsibility, this curriculum is expected to create an inclusive, dignified, and Islam-based learning environment.

The "Islamic Values-Based Social Communication Curriculum" model can be associated with social integration theory in sociology. This theory posits that social integration is the process by which individuals in a group or society develop supportive relationships and build solidarity. Social integration can occur through various means, including effective interpersonal communication and understanding the values embraced by the group. In the context of Islamic education and the prevention of sexual bullying, social integration is key to creating a safe and inclusive learning environment (Minty, 2019).

In the "Islamic Values-Based Social Communication Curriculum" model, learning communication etiquette is the primary focus. This aligns with social integration theory, which emphasizes the importance of developing harmonious relationships among individuals within a group (Rassool, 2021). Through learning communication etiquette, students learn to interact in a courteous manner and respect cultural diversity, thereby strengthening social integration among them.

Training in social skills in this curriculum also contributes to social integration. Strong social skills enable individuals to actively participate in social life, expand their social networks, and build positive relationships with others. Thus, through the development of effective social skills, students can more easily engage in social interactions that enhance integration within their educational environment.

The teaching of Islamic law and ethics within the context of Islamic values also supports social integration. The Social Integration Theory emphasizes the importance of shared understanding of rules and norms governing social interactions. By introducing students to the principles of Islamic law and appropriate ethics, this curriculum helps foster a collective understanding of accepted and valued behavior within the Islamic community (Fitriah, 2021). This aids in strengthening social integration by building collective awareness of actions that support harmony and solidarity among individuals.

The emphasis on collective responsibility in this model also plays a crucial role in fostering social integration within the educational environment. The concept of collective responsibility teaches students to support and care for the common welfare, laying the foundation for an inclusive and self-reliant society (Alwi and Iqbal, 2022). By promoting attitudes of mutual care and cooperation among students, this curriculum helps reinforce social integration and build strong bonds within the educational community.

The uniqueness of this model lies in its strong integration of Islamic values and sociolinguistic principles within the context of social communication learning. While previous research may have explored separate aspects of Islamic education and sociolinguistic approaches to preventing sexual bullying, few have integrated them holistically as in this model.

This model emphasizes the importance of learning communication etiquette as a

foundation for building harmonious and inclusive relationships among individuals. While some previous research may have highlighted the importance of communication skills in the context of preventing sexual bullying, this model adds a new dimension by incorporating Islamic values into communication etiquette learning (Thapa et al., 2013). This demonstrates innovation in the approach to preventing sexual bullying that not only relies on communication skills but also strengthens students' religious and moral identities.

The emphasis on collective responsibility in this model is a significant contribution to creating a safe and supportive learning environment. The concept of collective responsibility not only strengthens social integration among students but also promotes values of solidarity and mutual care that underlie Islamic culture. Thus, this model addresses the issue of sexual bullying not only from an individual perspective but also teaches the importance of mutual support and collaboration as a community.

The holistic approach taken by this model allows for the comprehensive development of students' characters. While previous research may have focused on specific aspects of character education or sexual bullying prevention, few have integrated all these aspects into a single model like the "Islamic Values-Based Social Communication Curriculum." By combining instruction on communication etiquette, social skill development, legal and ethical teachings, and emphasizing collective responsibility, this model offers a comprehensive approach to shaping students' characters based on Islamic values (Glad-den et al., 2014).

This model offers a framework that can be adapted and applied widely across various Islamic educational contexts worldwide. Although this research may have been conducted with a focus on educational institutions in Indonesia, the principles and values embedded in this model can be applied in the context of Islamic education in other countries. This demonstrates the relevance and potential of this model to serve as a guide in efforts to prevent sexual bullying in diverse educational environments

4. Conclusions

In conclusion, this research demonstrates that an Islamic education model incorporating a sociolinguistic approach is both relevant and crucial for preventing sexual bullying. The integration of Islamic values with sociolinguistic principles strengthens a holistic approach to creating an inclusive and culturally rich learning environment. The findings underscore the need for a deeper understanding and application of sociolinguistic principles, as well as a greater emphasis on Islamic values within educational models. The research utilized various supporting documents, including interview guides, observation checklists, and research documentation, to develop and validate the model. These documents facilitated the creation of a comprehensive framework for preventing sexual bullying and shaping students' characters based on Islamic values, showing potential for wide application across different Islamic education contexts.

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