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TRANSFORMING ISLAMIC EDUCATION THROUGH PPKS INTEGRATION TO BUILD CHARACTER AND RELIGIOUS LITERACY AMONG STUDENTS IN PANDEGLANG REGENCY

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ABSTRAK

Latar Belakang: Penelitian ini menyoroti tantangan budaya di Pandeglang, khususnya dalam meningkatkan pendidikan karakter dan perlindungan anak. Peningkatan kasus kekerasan seksual terhadap remaja di sekolah-sekolah dan sifat pembelajaran PAI yang normatif dan tekstual, yang kurang relevan dengan isu-isu kehidupan nyata siswa, menekankan pentingnya penelitian ini. Dengan mengintegrasikan PPKS ke dalam pembelajaran PAI, penelitian ini mengusulkan pendekatan strategis dan inovatif untuk mengajarkan tidak hanya nilai-nilai spiritual dan ibadah, tetapi juga kesadaran kritis akan perlindungan diri dan pemahaman batas-batas dalam interaksi sosial **Tujuan:** Penelitian ini bertujuan untuk mengeksplorasi integrasi Unit Pelayanan Pencegahan Kekerasan Seksual (PPKS) ke dalam Pendidikan Agama Islam (PAI) untuk memperkuat pembentukan karakter dan literasi agama di kalangan siswa SMP di Kabupaten Pandeglang. **Metode:** Penelitian ini menggunakan pendekatan metode campuran dengan desain Explanatory Sequential, menggabungkan data kuantitatif dari survei dengan wawancara dan observasi kualitatif. **Hasil:** Hasil penelitian menunjukkan bahwa integrasi PPKS secara signifikan meningkatkan karakter dan literasi agama siswa, memberikan pendekatan holistik dalam pendidikan Islam. **Kesimpulan:** Penelitian ini menekankan perlunya kurikulum yang responsif terhadap isu-isu sosial kontemporer dan merekomendasikan integrasi PPKS sebagai solusi strategis untuk pendidikan karakter di SMP, terutama di daerah yang menghadapi tantangan sosial serupa. **Implikasi:** Penelitian lebih lanjut disarankan untuk menggunakan pendekatan longitudinal dan mengintegrasikan analitik pembelajaran berbasis AI untuk menyempurnakan penerapan model ini di berbagai konteks budaya.

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Keywords:	ABSTRACTS
Islamic Education; PPKS; character; religious literacy	<p>Background: The research highlights the cultural challenges in Pandeglang, particularly in enhancing character education and child protection. The increasing cases of sexual violence against adolescents in schools and the traditional, normative nature of PAI learning, which lacks contextual relevance to students' real-life issues, underline the necessity of this research. By integrating PPKS into PAI learning, this study proposes a strategic, innovative approach to teaching not only spiritual values and worship but also critical awareness of self-protection and understanding boundaries in social interactions. Purpose: This study aims to explore the integration of the Sexual Violence Prevention Service Unit (PPKS) into Islamic Religious Education (PAI) to strengthen character building and religious literacy among junior high school students in Pandeglang Regency. Method: The research uses a mixed-methods approach with an Explanatory Sequential Design, combining quantitative data from surveys with qualitative insights from interviews and observations. Result: The findings indicate that the integration of PPKS significantly improves students' character and religious literacy, contributing to a holistic approach in Islamic education. Conclusion: The study emphasizes the need for a curriculum responsive to contemporary social issues and recommends PPKS integration as a strategic solution for character education in junior high schools, especially in areas facing similar social challenges. Implication: Further research is suggested to use a longitudinal approach and incorporate AI-based learning analytics to refine the model's application across diverse cultural contexts.</p>

A. INTRODUCTION

Islamic Religious Education (IRE) at the junior high school level plays a strategic role in shaping students' character and religious literacy. In terms of character building, religious education plays a role in controlling undesirable behavior (Rahmania and Tabroni 2021), such as teaching the values of honesty, discipline, responsibility, and respect for others (Muhammad Rangga Pramana and Oktrigana Wirian 2025). During adolescence, students are in dire need of strong spiritual and moral guidance to enable them to face various social challenges around them. However, facts on the ground show that PAI learning often fails to be an effective moral fortress, especially in tackling rampant sexual violence among adolescents (Hamdanah 2024).

Character education is important for shaping the future generation of the nation so that they are not only intellectually intelligent, but also noble and moral. (Rasyid et al. 2024). Character education and child protection are two very important issues in the social and educational context in Indonesia, especially in Pandeglang Regency. Although Pandeglang Regency is a Muslim-majority area, there are still cases of violence against children in schools. This requires serious attention from various parties to improve the quality of education and protect the younger generation from the threat of sexual violence. According to data from the National Commission on Violence Against Women, there were 2,228 cases of violence against children aged 13-17 in 2023 (Collins et al. 2024), and the number continues to increase by 5% each year. This shows that there is an urgent need to integrate child protection aspects into the education curriculum. Because sexual violence can happen to anyone at any time. (Wartoyo and Ginting 2023).

The objectives of this study are: To analyze the conditions of Islamic Education (PAI) learning in shaping the character and religious literacy of junior high school students in Pandeglang Regency; To explore the perceptions of teachers, students, and schools regarding the integration of PPKS in PAI learning; To design strategies for implementing PPKS integration in the transformation of PAI learning; To evaluate the impact of PPKS integration on students' character and religious literacy. The problem solving that researchers use to solve problems that occur in society or research gaps is then determined by the formulation of problems that become research hypotheses. Lack of character education at the junior high school level. Thus, there is a need for character education and a social and religious approach to junior high school students in Pandeglang Regency and PPKS education for PAI teachers in junior high schools in Pandeglang Regency. Building self-awareness and self-discipline in adolescents, which are still lacking. Therefore, a sustainable approach to parent and child counseling at school is needed, namely awareness of the importance of self-protection and the importance of strict parental supervision of children regarding the dangers of the environment outside of school. Therefore, this study is expected to help provide intensive counseling so that trust and control of children are maintained both in the school environment and in the community. The strategy for implementing PPKS integration at the junior high school level should be based on an ethnographic approach, which is an approach applied to groups in their natural environment through observation and interviews with each student at the school.

B. METHOD

This research method uses a mixed method with a Sequential Explanatory Design approach, which combines quantitative methods first, followed by qualitative methods (mixed methods). This method is used as a confirmation method, which is a top-down approach or theory testing in research, which tests hypotheses with facts in the field (Nurdin 2025). The purpose of the mixed method is to integrate and utilize the strengths of both existing research approaches, which can provide a deeper and more comprehensive understanding of a phenomenon or research problem (Nasution, Jailani, and Junaidi 2024). This allows researchers to collect and analyze data from various perspectives to produce more in-depth and accurate findings (Habibullah, Norvaizi, and Dewi 2025).

The population of this study was all junior high schools in Pandeglang Regency, which according to BPS data numbered 167 schools in 35 subdistricts. The sampling technique used was cluster area with stratified random sampling. This approach ensured that the population estimation parameters were more accurate and representative of the research sample size (Creswell J, 2014). The quantitative research object will be applied to Islamic Education teachers in each school. Each school is represented by two Islamic Education teachers, so the number of quantitative respondents is 334. The questionnaire data tabulation process was carried out in CSV format, then a structural path was created. CFA (Confirmatory Factor Analysis) data analysis and validity and reliability testing or measurement models were conducted, followed by hypothesis testing with Bootstrapping using

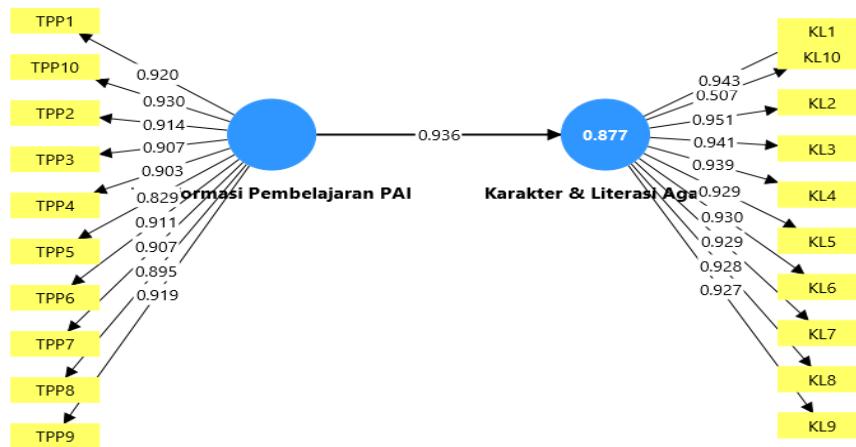
SEM PLS 4 software, which is a useful tool for understanding the relationship between variables in theoretical models (Lin et al. 2024) (Prof. Mahfud Sholihin 2021). The results of the hypothesis were then briefly explained in the form of tables and figures according to the significance criteria, and the conclusions of the findings were narrated. Furthermore, the qualitative method for determining the research object was carried out using purposive sampling of respondents with certain characteristics, with 100 samples taken at Cikedal State Junior High School as a school under the PPKS program of Mathla'ul Anwar University, Banten. Another reason was that Cikedal State Junior High School is a school that has implemented PPKS.

C. RESULT AND DISCUSSION

Findings (can be in form of subheading)

1. Quantitative Data Analysis

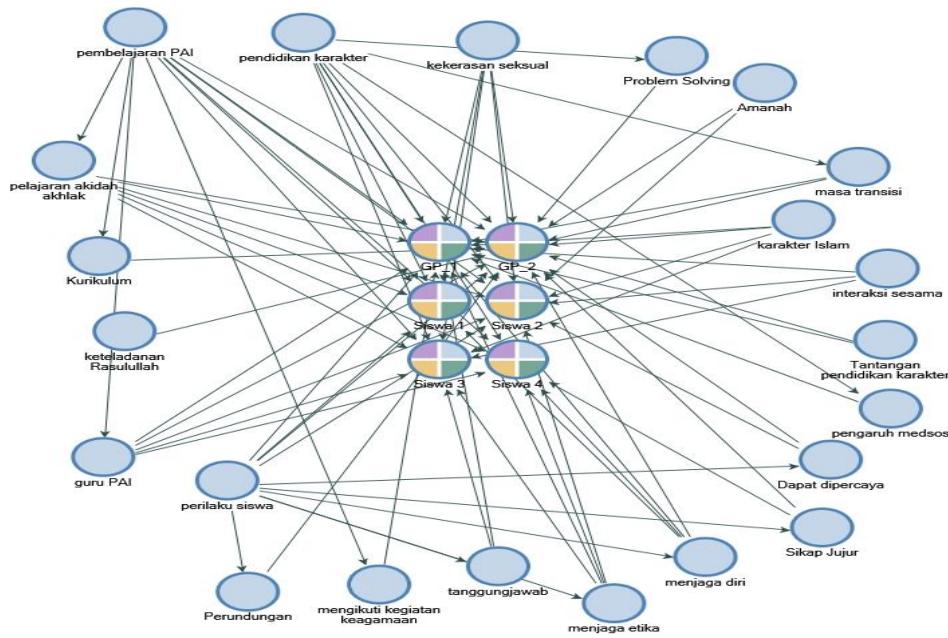
This study uses Partial Least Squares (SEM-PLS) modeling to test the integration of PPKS in PAI Learning on Character and Religious Literacy. The following are the results of the smarPLS data analysis:



Based on the results of SEM-PLS analysis, it can be concluded that PAI Learning Transformation through PPKS integration plays a significant role in improving students' Character and Religious Literacy. This confirms the importance of innovation and transformation in the PAI learning process in order to shape religious character and improve religious literacy as a whole. This finding is in line with previous studies that emphasize the role of value-based learning and pedagogical transformation in shaping students' character. Therefore, improving the quality of PAI learning is an important strategy in developing students who are not only cognitively intelligent but also have good morals and a comprehensive understanding of religion.

2. Qualitative Data Analysis

Data analysis in this qualitative study using the Nvivo 12 Plus application will produce several new mappings.



Based on the network map results from NVIVO, the following conclusions can be drawn:

- Islamic Education teachers play a central role in character building through exemplary behavior, teaching materials, and direct interaction.
- Social issues such as sexual violence and bullying have emerged as challenges in character education, indicating that students are concerned about contemporary issues.
- Social media and transitional periods have a significant impact on students, requiring educational approaches that are relevant to current conditions.

Analysis/Discussion (1000-1500 words)

The integration of quantitative and qualitative results shows that PAI Learning Transformation, which integrates PPKS values, has proven to be effective, significant, and positively accepted by teachers and students in shaping character and improving religious literacy among junior high school students in Pandeglang Regency. Statistically, the impact is enormous and significant. Empirically and narratively, teachers and students have directly experienced the expected changes in values and behavior. Character building does not only occur through the delivery of material, but also through role modeling, a supportive school environment, and relevant value dialogues that are contextualized to students' lives. Therefore, PPKS-based PAI Learning Transformation can be recommended as a strategic approach in Islamic character education in junior high schools, especially in areas with social characteristics such as Pandeglang Regency.

CONCLUSION

Significant and Powerful Impact: Research results (both quantitative and qualitative) show that this approach has a very large and significant influence on the desired changes in values and behavior among teachers and students.

Holistic Approach to Character Building: Character building is carried out comprehensively, not limited to the delivery of material, but also through role modeling, a supportive school environment, and value dialogues that are relevant to the context of students' lives.

Strategic Recommendations: Based on its effectiveness, PPKS-based PAI Learning Transformation is recommended as a strategic approach and leading model for Islamic character education in junior high schools, especially in areas with similar social characteristics.

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May the results of this research provide a tangible contribution as strategic recommendations for the development of Islamic character education in secondary schools, particularly in Pandeglang Regency and areas with similar social characteristics.

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