

# To Teach Or Not To Teach: Sex Education In Islamic Boarding School

Lilik Sriyanti<sup>1</sup>, Muna Erawati<sup>2</sup>, Abi Fa'izzarahman Prabawa<sup>1</sup>, Eni Rindi Antika<sup>3</sup>, Roko Patria Jati<sup>4</sup>

<sup>1,2</sup>Universitas Islam Negeri Salatiga, Salatiga, Indonesia

<sup>3</sup>Universitas Negeri Semarang, Semarang, Indonesia

<sup>4</sup>Western Sydney University

\*Korespodensi: *abiprabawa@uinsalatiga.ac.id*

## ABSTRACT

Homosexuality is a significant topic in many social discussions. Most people believe in the right for individuals to live as they are and appreciate everyone's uniqueness. However, there are also those with differing opinions who do not support this right. Islamic boarding school serves as one of the pillars of preserving Islamic teachings and protecting the young generation from moral decadence. Ironically, it is often viewed as one of the places where sexual perversion, i.e., homosexuality, grows. This study aimed to present a preventive intervention to prevent sexual perversion through capacity building for the management, head, and teachers in the Islamic boarding school environment. To this end, the action research was conducted in one of the Islamic seminaries in Magelang Regency, Indonesia. The study subjects were the Islamic boarding school's manager, caretakers, and teachers. Data were collected through questionnaires, in-depth interviews, observation, focus group discussion (FGD), and document study. This study found that (1) the indication of homosexual perversion in the Islamic boarding school was categorized as low; (2) the intervention could improve managers', caretakers', and teachers' knowledge about the indication of homosexual perversion, reproductive education strategies for students, and sensitivity towards homosexual perversion in the Islamic boarding school; and (3) it is necessary to reconstruct the regulation and prepare counseling service units. To prevent homosexuality at Islamic boarding schools (IBS), there's a need for a systematic, integrated, comprehensive, and wise preventive effort involving managers, caretakers, and teachers. This includes increasing their knowledge and awareness about various topics such as: 1) Sexual behavior issues at IBS and their underlying causes; 2) Adolescents' development characteristics; 3) Adolescent reproductive health; 4) Sexually transmitted diseases and their causes; 5) Sexual deviations and their consequences; 6) Future planning. Additionally, efforts should involve reconstructing IBS regulations and preparing counseling service units. The suggestion from this research is to adapt these interventions to similar educational institutions in a thoughtful manner.

**Keywords:** Sexual Perversion, Psychological Support, Islamic Boarding School

## A. INTRODUCTION

Homosexuality has become a phenomenal issue to discuss in various social contexts. Most people support the individual's right to live according to their sexual orientation and respect the uniqueness of each individual. However, like other social issues, there are also some people with different views who do not agree with the individual's right to be homosexual. Debates about homosexuality encompass issues such as civil rights, societal acceptance, religion, and cultural norms. Some countries have legalized same-sex marriage and granted equal rights to homosexual individuals, while others still enforce laws that restrict their rights (Hatzenbuehler, 2010; Diaz-Serrano & Meix-Llop, 2016).

Facts about homosexuality are found across various age groups, from teenagers to adults. Even the Institute of Medicine explains the condition of homosexuality from the perspective of age, mental health, physical health, and risk factors (IOM, 2011). The results of the first study on homosexuality among teenagers indicate that the average age of self-identification as lesbian or gay is 16.7 years for males and 16 years for females. Gay males, on average, become aware of same-sex attraction at around 9 years of age, while the average age for lesbians is 10 years (Herdt & Boxer, 1993).

The teenage years are a productive time for developing one's full potential and self-discovery. However, this is not felt by teenagers with homosexual orientations. The facts show that children with homosexual orientations face discrimination in their educational journey. The Institute of Medicine explains the risk factors experienced by homosexual teenagers, including harassment, violations of their rights, and violence; substance use; homelessness; and childhood abuse (IOM, 2011). The same situation is found in Namibia, despite the country adopting the UNESCO Salamanca Statement on Inclusive Education in 1994, which states that education should serve all children without discrimination. However, the reality is different. Namibia still upholds laws that classify homosexuality as a criminal offense. The teenagers studied admitted to being victims of homophobic violence by school management, teachers, and students, triggered by homosexual dissonance (Brown, 2017). This includes physical beatings, stabbing, stone-throwing, verbal abuse, and restrictions on educational access.

Other facts provide further support, indicating that access to education is restricted even during the new student registration process (Diaz-Serrano & Meix-Llop, 2016). Research results show that gay parents have a lower chance of their child being accepted into schools, but lesbian parents have an equal chance compared to heterosexual couples.

Efforts have been made for equality and justice in providing proper education for homosexuals. For example, with LGBT-inclusive curricula (Page, 2017), policy support (Diaz-Serrano & Meix-Llop, 2016), and building awareness of acceptance from those around them (Šejna, 2022). However, Other research shows that the implementation of inclusive curricula depends on the geographical location of teachers and their level of religiosity. Teachers in rural areas with high levels of religiosity struggle to accommodate LGBT-inclusive curricula in schools (Page, 2017).

The term homosexuality, i.e., One's inclination to be attracted to other individuals of one's own gender (Berscia & Afdal, 2021), is not a new globally discussed topic. History witnessed that homosexuality already existed during the prophet Lut era. Quran explicitly mentions that homosexuality is an indecent behavior that exceeds the limit and will be punished Ash-Shu'arā' verses 165-166 and Al-A'raf: 80-81 and Al-Hijr verses 72-75). From a psychological perspective, homosexuality is categorized as a social pathology (Rahmatullah & Atmojo, 2019) and a mental issue known as ego-dystonia (Sebastian et al., 2015).

Various adverse impacts of homosexuality have been reported. Dacholfany and Khoirurrijal (2016) showed that 78% of homosexuals suffer from infectious diseases, 5% drop out, and 28% are forced to drop out (Dalchofany & Khoirurrijal, 2016). Homosexuality is also responsible for the increased HIV/AIDS cases (Arreola et al., 2015); it causes educational problems, social problems, depression, and even suicides (Syarif & SUsanti, 2018).

Due to a range of problems it causes, homosexuals need assistance to return to normal life. Ironically, most people ostracize and refuse them, eventually leading to a negative self-concept (Corrigan & Alicia, 2009; Asmara & Valentina, 2017). A negative self-concept can cause anxiety, depression, alcohol and drug use, and suicidal intentions (Everett, 2015; Talley et al., 2014).

Homosexuals are in a dilemma between the desire to return to their normal orientation or to stay with their perversion. Such a psychological disorder may deteriorate when one perceives no social support. Homosexuals' limited access to treatment is also associated with their closed-off personalities and negative views of their surroundings (Andina (2016); Cohn & Hastings (2010); Grossman & D'Augelli (2006)) Homosexuals' limited access to recovery serves as one of the factors causing worse mental health condition compared to those receiving professional assistance (Galliher et al., 2004; Poon & Saewyc, 2009).

Previous studies suggest homosexuals need psychological and spiritual intervention (Dermawan, 2016; Pranata, 2015; Maslahah, 2013). Several psychological supports to cure this perversion include 1) Adequate family, friend, and environmental support (Ningsih & Primanita, 2020); 2) returning homosexual individuals' feelings (Dermawan, 2016); 3) Tasawuf-based education model (Rahmatullah, 2019); and 4) improving spiritual intelligence (Maslahah, 2013). Enhancing spiritual intelligence could help cure homosexuality, as stated in Quran Surah Yunus verse 57: "Men! Now there has come to you an exhortation from your Lord, a healing for the ailments of the hearts, and a guidance and mercy for those who believe."

When discussing a corrective treatment through psychological and spiritual aspects, a Pesantren, or Islamic boarding school (IBS), appears to be the most strategic place for curing homosexuals. Islamic boarding school's educational system capable of balancing the physical and spiritual aspects of individuals (Ni'am, 2018). A balanced system is expected to protect adolescents from the bad influence of their surroundings, bad companion, and alcohol and drug consumption. Islamic boarding school is expected to serve as a means to protect children from bad influences (Rahmatullah & Atmojo, 2019).

One of the IBS's efforts to protect their students from bad influences is gender-based separation. This separation is based upon God's order stated in Quran (An-Nisa: 23), which prohibits men and women from seeing, touching, and being together in private situations. This separation is also known as Single Sex Education (SSE) (Lee and Bryk, 1986). This gender-based separation is enforced because IBS holds on to middle-aged fiqh works. Fiqh prohibits men and women who are not mahram from being together in one place and even prohibits women from appearing in public (Muafiah, 2013).

Ironically, this separation, which initially aims to prevent heterosexual adultery, causes the issue of homosexuality. Homosexuality in an IBS environment is not a new phenomenon. Reports, news, and studies have shown this sexual perversion in an IBS environment. The first homosexual case in IBS was revealed to the public in the 80-the 90s, and many new cases still arise (Asiyah, 2015). Interviews conducted by Harmaini and Juita (2017) with the caretaker of an IBS in Sumatera found that four students indicated to be lesbian. Similar cases were also found in Kudus (Chairah, 2013) and Ponorogo (Rohmah, 2011). Our interviews with one of IBS caretakers in Magelang showed that the managers lacked understanding of the danger of homosexuality and efforts to prevent homosexual perversion. We also distributed a homosexual tendency scale to students and found one student indicating homosexual tendency.

Most managers and teachers in the IBS seem to fail to realize this phenomenon in their surroundings (Rahmatullah & Atmojo, 2018), and when they notice this phenomenon, they do not know what to do. This condition should be well-addressed because IBS is one of the most important assets of Muslim community. The institution will lose public trust if the issue of sexual perversion is still rampant in the IBS environment. IBS's reputation as the pillar of Islamic teachings is at risk of this condition.

Based on the description above, it is necessary to conduct a preventive intervention to minimize homosexual perversion tendencies. Magelang was selected as the research site because it was the region with the largest number of IBS in Central Java province. This regency was home to 297 IBS, with a total of 44.282 students (Solopos, 2022) Media also reports an event indicating sexual perversion in one of the department stores in Magelang (Republika, 2018). Based on the description above, this study aimed to conduct a preventive intervention to prevent homosexuality in IBS.

## **B. LITERATURE REVIEW**

### **Homosexuality**

Homosexuality is one form of sexual deviation. Sexual deviation has varied meanings, describing abnormal sexual conditions, sexual irregularities, and even sexual crimes (Davison et al., 2006). Junaedi (2010) adds that sexual deviation is considered something uncommon because it tends to seek sexual satisfaction while disregarding societal norms and being oriented towards homosexuality. Forms of sexual deviation, according to Sarwono (2010), include 1) Fetishism, 2) Homosexuality, 3) Sodomasochism, 4) Masochism, 5) Voyeurism, 6) Pedophilia; 7) Bestiality; 8) Incest; 9) Necrophilia;

10) Zoophilia; 11) Sodomy; and 12) Frotteurism. This research focuses on sexual deviation in the form of homosexuality. Homosexuality is a sexual disorder characterized by a preference for sexual relations with individuals of the same gender. In males, this disorder is called gay, and in females, it is called lesbian (Sarwono, 2010).

In other studies, sexual deviation is referred to as LGBT. LGBT stands for Lesbian, Gay, Bisexual, and Transgender. Lesbian refers to women who direct their sexual orientation towards other women and can also refer to women who feel love or sexual arousal towards individuals of the same sex, namely homosexual women. This term encompasses emotional, physical, sexual, and spiritual relationships between women who love each other. Gay is used to describe men who are sexually attracted to other men and are involved in a community that has developed among those with similar sexual orientations. The term gay is often juxtaposed with the term straight. Bisexual refers to individuals who are sexually attracted to both genders, indicating an interest in both males and females. Transgender is used to describe individuals whose behavior or appearance does not align with the gender assigned to them by society. This includes situations where someone may dress or behave following a different gender. On the other hand, transsexual includes individuals who feel that their gender identity does not match their sexual orientation, with a belief that they are trapped in a body that does not align with their gender identity (Yansyah & Rahayu, 2018).

Since 1982, in Indonesia, communities have been formed to meet the needs of the gay community. In the 1980s and 1990s, similar communities targeting the lesbian, gay, and transgender groups also emerged. Some of the prominent LGBT associations active in Indonesia include Gaya Nusantara, Arus Pelangi, and Ardhanary Institute, engaging in various activities. The activities of LGBT associations and groups in various regions of Indonesia generally attract attention, especially from those opposing such activities, including academics, experts, and religious leaders (Saidah, 2016).

On the other hand, some support and acknowledge their rights. In the United States, the rights of LGBT individuals to education are protected by policies, and educators are equipped with special training to support LGBT students (Russell et al., 2021). Ramadhani & Azehariez (2020) reveal that some churches in Indonesia provide opportunities for LGBT congregants to participate in worship and religious activities in the church. This is based on a sense of humanity to respect the rights of LGBT individuals as human beings.

### **Boarding School**

"Boarding school" in this context refers to "pondok pesantren", as institutions of Islamic education, are formed, established, and supported by the community. The placement of boarding schools in Indonesian society has significantly contributed to the nation's capacity to maintain the continuity of the education system (Alam, 2018). The education system in boarding schools emphasizes the delivery of religious knowledge and the development of students' mental, spiritual, and social interaction aspects (Mujab, 2016). The goal is to teach respect for spiritual and humane values, shape honest and moral

attitudes, and prepare students to prioritize religious ethics over other ethical principles (Legistia, 2018). Therefore, boarding schools have become centers of excellence in developing students as future leaders (Mukhtar et al., 2020).

Ironically, another fact states that there is sexual deviation emerging among students (santri) in boarding schools. Cases of LGBT were found in one boarding school in Lamongan (Maisaroh et al., 2023). Behaviors leading to sexual deviation activities among male students were also found in boarding schools, such as senior-junior relationships, kobel (inappropriate touching), sleeping together, or mojok (secret meetings) (Rahmatullah & Atmojo, 2019; Rahmatullah & Azhar, 2018). Activities indicating lesbian sexual deviation were found in boarding schools, such as hugging, kissing, and touching specific body parts (Harmaini & Juita, 2017).

Strategies and efforts to reduce various forms of sexual deviation in boarding schools become crucial. One boarding school in Yogyakarta strengthens Islamic values and social skills with the hope of becoming a fortress against sexual deviation behaviors (LGBT) (Ni'am, 2018). Additionally, strengthening understanding of gender can be used to recognize the gender roles of students living in the boarding school (Sulastri et al., 2022). Strengthening spiritual education based on Sufism can also be used to minimize homosexual behaviors (Rahmatullah & Azhar, 2019). Ramadhani and Pratimaratri (2022) add that there is a need for strict rules and sanctions to reduce instances of sexual deviation in boarding schools.

### **C. METHODS**

This study was categorized as action research, an effort to solve problems together with the community (Weerman and Abama, 2018). It could be simply viewed as a problem-solving research framework in which researchers and clients work together to achieve common goals. Action research was applied to involve managers and students as research partners to prevent homosexual perversion. This study was conducted in an IBS in Magelang. The research subjects were the IBS caretaker, managers, teachers (n=45). Participants were recruited using cluster random sampling. Three clusters were used: manager, teacher, and caretaker.

Data were collected and analyzed using mixed-method approaches. Data were garnered using The Homosexual behavioral tendency scale. It was used to capture students' inclination toward sexual perversion (Taufik et al., 2019). We also interviewed students, managers, caretakers, and teachers to collect preliminary data and information. After that, we conducted an in-depth interview with students indicating a tendency to sexual perversion. The observation was also conducted to gather information on students' social habits, in addition to document analysis to understand the IBS policy. Quantitative data were analyzed using descriptive statistics, while qualitative data were content analyzed based on theories of psychology.

The action research was performed in five stages following Davison et al. (2004). The first stage was the diagnosis, which aims to find out the IBS's needs for preventing homosexual perversion. In this

stage, we distributed the homosexual tendency scale to picture students' homosexual tendencies. We also conducted interviews with managers, teachers, and caretakers. The next step was the action planning stage, in which the plan was designed based on the IBS's need analysis. In this stage, we designed a plan for FGD and capacity building involving the caretaker, teachers, and managers. The third stage was the intervention stage. In this stage, we performed the intervention by involving IBS members, managers, teachers, and students. The intervention comprised several activities and involved internal and external parties according to their expertise. Presenters were experts and practitioners from consultation and counseling bureaus. The next step was the evaluation stage, during which the interventions were evaluated. The evaluation was conducted by involving participants, allowing them to find out good aspects they could maintain and some aspects that require improvement. The last stage was the reflection stage. In this stage, all effects of the intervention were reviewed. It also concludes the study to see if it is necessary to conduct further studies or interventions - Figure 1 presents the action research process.

#### **D. RESULT AND DISCUSSION**

In this section, the study result is presented following the stages of action research (Davison et al., 2004): a) diagnosing; b) action planning; c) action taking; d) evaluating; and e) learning.

The diagnosis stage primarily aims to reveal the IBS's needs. It was done using several techniques: 1) Distributing the homosexual tendency scale; 2) interviews with IBS members; 3) observing students and caretakers' activities; and 4) Studying relevant documents, i.e., the IBS's profile, data on facilities and infrastructures to see the human resource proportion and their supports facilities, infrastructures and their usage settings, and the IBS regulations. The diagnosis result is presented in Table 1.

As displayed in Table 1, IBS's needs include a) the need for improving strategies in prohibiting homosexuality and concrete acts from preventing homosexual perversion from religious teachings, b) the need for information about homosexual perversion phenomena and its indication in the IBS environment, c) needs for improving awareness of sexual perversion, d) needs for information about factors causing homosexual perversion in the IBS environment; e) needs for information about sex education materials and strategies for the IBS environment, and how to protect students from sexual harassment and assaults; f) needs for information about adolescents developmental characteristics and strategies to optimize their development to instill healthy and responsible behaviors; and g) needs for information about how to prevent homosexual perversion in IBS.

Since the need analysis showed that only one student exhibited homosexual tendency, this action research focused primarily on enriching their knowledge and insight to prevent homosexuality in IBS environment.

During the Action planning stage, we designed necessary actions to answer the IBS's needs. The homosexual perversion preventive intervention was designed based on the need analysis in the previous stage. The planned action consists of two activities: a) Focus group discussion about homosexual

perversion in the IBS environment, IBS's institutional policy, student regulation, human resource competence, facilities, and access to IBS's facilities; b) Capacity building and socialization regarding the indication of homosexual behavioral indication, preventive strategies and how to address homosexual perversion, the triggering factors, adolescents' characteristics and their psychological needs, and sex education.

The next step was the intervention stage. It aimed to provide intervention regarding issues being discussed. It was conducted collaboratively by researchers and IBS members, i.e., managers, teachers, and students. This intervention was performed in several activities and involved internal and external, according to their expertise.

The first activity was the focus group discussion involving managers and teachers. It discussed the IBS's policies, regulations, human resource competency, facility, and access to the facility.

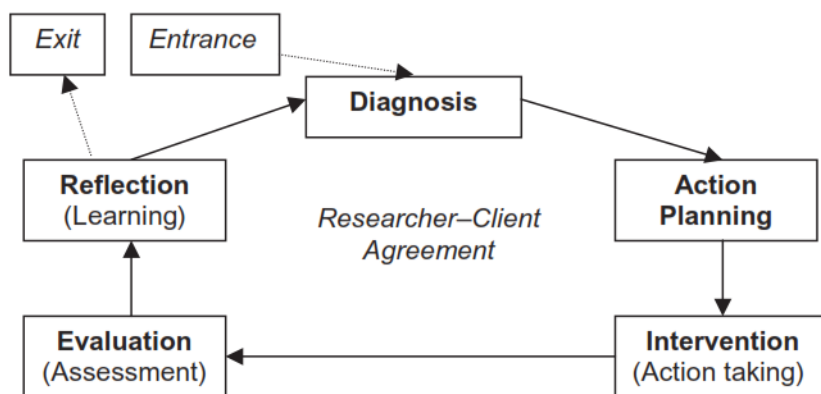
The second activity was the capacity building to develop IBS caretaker, manager, and teachers' knowledge about sex education. Capacity building was presented by the expert in psychological intervention from the Consultation and Counseling bureau, Widayati Lestari, M. Psi.

All interventions given during this stage contributed to the increased knowledge and awareness of preventing homosexual perversion. The final purpose of the preventive measure is to prevent students from homosexual perversion.

In the evaluation stage, the intervention done in the previous stage was examined. The evaluation result of the capacity-building activity is presented in Table 2. As presented in Table 2, all participants agreed that capacity building was important for their IBS. It presents highly needed materials through a well-implemented method, adequate duration, and useful materials. Table 3 presents the knowledge improvement and awareness of sexual perversion among IBS managers, teachers, and organizations.

During the reflection stage, we saw in detail the effect of the intervention. We decided that further intervention was unnecessary as the intervention had contributed positively to the improved insight and awareness of homosexual behavioral perversion and how to prevent homosexual perversion. Several improvements were noticed. IBS managers, caretakers, and teachers exhibited an improved knowledge of homosexual perversion, reproductive education strategies for students, boarding school regulatory reconstruction, and preparing a counseling service unit.





**Figure 1. Action Research Process (Davison et al., 2004)**

**Table 1. Data Diagnosis Result**

Subject/Target	Aspects	Result	Synthesized	Needs
Students	Students' knowledge of reproductive health	32% of 110 students felt strange about changes in their body when becoming a teenager.  45% of 110 found it confusing when experiencing nocturnal emission.	Students' knowledge about reproductive health is still low, implying needs for guidance to improve knowledge about reproductive health.	Guidance and supports from the IBS managers, teachers, and caretaker in improving knowledge about
	Students' perception of homosexual perversion in IBS	31% of 110 students stated that individuals could not be forced to love their opposite sex  33.3% of 110 students stated that it is impossible to love people of the same sex in IBS.	Students' perception of homosexual perversion should be improved.	reproductive health and avoiding homosexual perversion.
		48% of 110 students know that there are people indicating homosexual perversion.		

	<p>Homosexual tendency in IBS environment.</p>	<p>1 of 110 students indicated very high tendency of homosexual perversion.</p> <p>17.27% of 110 students indicated moderate tendency of homosexual perversion.</p> <p>52% of 110 students indicated low tendency of homosexual perversion.</p> <p>30% of 110 students showed a very low or no tendency of homosexual perversion.</p>	<p>Most students were able to avoid homosexual perversion. However, they still needs to be educated and guided as one students showed high tendency of perversion.</p>
<p>Managers</p>	<p>Managers' response to homosexual behaviors in IBS</p>	<p>89% of 15 managers consider it normal when female adolescents hug each other.</p>	<p>They were not aware of homosexual perversion potentials in IBS.</p> <p>Their knowledge about sex education for students were low.</p> <p>Sensitivity to homosexual perversion indication</p> <p>Did not have any strategy to prevent homosexual perversion</p> <p>Believed that homosexual perversion stems from the student's internal.</p>

<p>caretaker and teachers</p>	<p>caretaker and teachers' knowledge of students' sexual development</p>	<p>55% of 30 caretakers and teachers viewed students as children and treated them like children.</p> <p>50% of 30 caretakers and teachers viewed that students have not been mature enough to be given a responsibility.</p> <p>77% of 30 caretakers and teachers viewed that touching individuals of opposite sex is not sexually stimulating.</p> <p>24% of 30 caretakers and teachers possessed adequate knowledge about adolescent's sexual development.</p>	<p>Most caretakers and teachers viewed that sex education for adolescent is not necessary as they will learn it naturally. Some of them perceived talking about and providing students with insights about sexual development as taboo.</p>	<p>Education and capacity building about homosexual perversion, sex education, and prevention of homosexual perversion in IBS is necessary.</p> <p>Adolescent students' characteristics and psychological needs</p>
<p>Caretakers and Teachers' knowledge about prevention of homosexual perversion</p>	<p>66% of 30 caretakers and teachers stated that individuals with adequate religious knowledge would not be homosexuals.</p> <p>94% of 30 caretakers and teachers stated that bathing together among male students is normal.</p> <p>47% of 30 caretakers and teachers disagreed with giving information about sexual development to students</p> <p>68% of 30 caretakers and teachers disagreed with</p>	<p>Caretakers' and teachers' knowledge about prevention of homosexual perversion was still low and should be improved</p>		

		giving sex education to adolescent students		
IBS's regulation and institutional system	Students' code of conduct and ethics in IBS	There is no document that clearly stipulates the prevention of perversion.	Regulation supporting the prevention of homosexual perversion was not comprehensive.	A preventive regulation is necessary to prevent homosexual perversion.  Preventive guidance and counseling services are needed  Homosexual perversion
	The role of IBS managers in implementing the code of conduct	Managers firmly prohibits male students from meeting female ones.	Excessively rigid enforcement potentially leads to homosexual perversion	
	The role of IBS managers when students encounter problems	Managers gave them advice without listening to the root of the problems.	There is no preventive guidance and counseling services to address homosexual perversion	
Facility and Infrastructures	Overview	The room was too small for several students	The room arrangement potentially triggers homosexual perversion	Redesigning the IBS based on preventive orientation.  Homosexual perversion
	The use of IBS facility	Bathrooms were built in a large size, yet few in numbers.	The facility usage has not been oriented to the prevention of homosexual perversion	

**Table 2. Needs for Capacity Building**

Evaluation Aspect	Respondents' evaluation percentage				
	Unnecessary	Less necessary	Necessary	Highly Necessary	Extremely necessary
Guidance activities for students in IBS (1)	0%	0%	6.7%	20%	73.3%
Material presentation (2)	0%	0%	13.3%	26.7%	60%
Implementation (3)	0%	7%	13%	47%	33%
Materials about adolescent's development	0%	0%	13%	47%	40%
Materials about adolescents' characteristics (5)	0%	7%	7%	47%	40%
Materials about strategies in handling adolescents (6)	0%	0%	26.7%	33.3%	40%
Materials about adolescents' reproductive health (7)	0%	13.3%	20%	33.3%	33.3%
Materials about sex education (9)	0%	6.7%	20%	40%	33.3%

**Table 3. Post-Intervention Knowledge Changes**

Subjects	Aspects	Sub-aspects	Respondents' evaluation percentage				
			Do not understand	Slightly understand	Quite Understand	Understand	Very Understand
Students	Students understand how to avoid homosexual perversion	Knowledge about sexually transmitted disease	0%	14%	33%	53%	0%
Managers and teachers	Improved knowledge of adolescents' developmental characteristics	Understanding of adolescents' developmental characteristics	0%	0%	40%	47%	13%
		Understanding of adolescent	0%	6%	27%	47%	20%

		students' sexual development					
Managers and teachers	Changing communication strategies when interacting with students	Knowledge about learning strategy	0%	7%	33%	47%	13%
Managers	Developing a healthy interaction patterns among students	Knowledge about solving students' problems.	0%	7%	13%	67%	13%
Managers	Possessing knowledge about how to help students avoid homosexual perversion	Knowledge about how to prevent homosexual perversion	0%	0%	13%	67%	20%
Managers	Possessing knowledge about how to overcome homosexual perversion	Knowledge about how to overcome homosexual perversion	0%	0%	40%	60%	0%
Managers	Designing new regulations in the IBS	Knowledge about how to help students plan their future	0%	6%	7%	80%	7%
Teachers and Caretakers	teachers and caretakers possess knowledge to help students	Sex education material mastery	0%	7%	13%	67%	13%

	avoid sexual violence						
Teachers	Incorporating reproductive health into the learning process	Understanding of reproductive health materials	0%	7%	13%	73%	7%

There are increasing homosexual perversion cases in IBS, and this phenomenon has drawn public attention. Since first reported in the 80s, homosexual perversion cases are still found (Asiyah, 2015). Like an iceberg, only a few cases are revealed to the public because they are ashamed of their doing and hide their perversion. Harmaini and Juita report that four students in their study exhibit an indication of homosexuality in one of the boarding schools in Sumatera. Similar cases were found in Kudus (Chairah, 2013) and Ponorogo (Rohmah, 2011).

IBS, which has long been viewed as a nonformal education institution capable of developing Islamic characters and protecting youth from bad companions, ironically becomes a place where sexual perversion grows. Ni'am (2018) asserts that IBS equips its students with knowledge and skills to achieve balanced physical and spiritual needs. IBS plays an important role in protecting students from moral decadence and preventing promiscuity, drug abuse, and student brawl (Rizqi et al., 2022). IBS needs to develop a good system to maintain public trust.

It is undeniable that IBS managers and other parties are facing a dilemma when stipulating a regulation and implementing religious teachings. IBS differs from other educational institutions by applying single-sex education (Lee & Bryk, 1986). This single-sex model is primarily based upon middle-aged fiqh works, which prohibited men from directly meeting women. It also constitutes IBS's effort to enforce Allah's order in the Quran, An-Nisa: 23, which prohibits men and women from looking, touching, and being together in private to avoid adultery. Ironically, this gender-based separation leads to problems where some students express their sexual behaviors to other students of the same sex.

This sexual perversion is not only accounted for by the policy, as it could also be seen from psychological perspectives. Most students in IBS are adolescents 12-20 years of age. In this study, 110 students were 11-21 years of age, and they were in a period with different characteristics compared to their previous and following periods. \_ Hamali (2016) asserts that adolescence is a period of an identity crisis, instability, attraction to the opposite sex, experimenting with one's own body, and paying attention to appearance. Adolescence is a transitional period from childhood to adulthood, indicated by physical changes and cognitive and social development (Desmita, 2016).

According to Freud's psychosexual theory (Santrock, 2012), adolescents are in the genital stage, characterized by puberty, sexual desire, romantic love, and being attracted to the opposite sex.

Meanwhile, Erikson's psychosocial development (Santrock, 2012) asserts that adolescents are in a period of identity vs. identity confusion). Thus, self-identity becomes pivotal in determining adolescents' success in the next life stage (Santrock, 2007). Developing a positive identity for adolescents is important, primarily related to sexual orientation. Saewyc (2011) asserts that adolescence is a period to form a stable, consistent sexual orientation in adulthood.

Homosexuality among adolescents should receive serious attention. Our study found that 1 of 110 students showed a very high tendency toward homosexual perversion, while 17.27% of 110 students reported a high tendency toward homosexual perversion. Students living in IBS need educational and environmental support to avoid homosexual perversion. IBS is prone to homosexuality due to its gender-based separation, making its students care for others of the same sex. Rahmatullah and Azhar (2018) mentioned a range of factors potentially triggering homosexual perversion in addition to gender-based separation, including students' habit of sleeping together, having private communication, and using physical touch when joking. Although these habits are not significant factors of homosexual perversion, they should be anticipated.

A preventive effort is urgently necessary to maintain IBS's dignity as one of the pride symbols of the Muslim community. The preventive intervention was performed because the tendency of homosexual perversion was low, and only one student indicated a high tendency of homosexual perversion. Therefore, the intervention was performed by providing sexual education through focus group discussions involving caretakers, teachers, and students. It was also done in the form of capacity building for teachers and caretakers. The intervention was done to bring back the role of IBS in strengthening one's moral and spiritual aspects. Caruthers et al. (2014) state that sexual perversion among adolescents could be prevented by family guidance. In IBS context, managers and caretakers should be able to act as students' parents. It is also important to spiritually strengthen and develop their religious character to avoid homosexual perversion (Mahrudin et al., 2020).

Intervention materials given to managers, caretakers, and students revolved around sex education. Sex education should be designed to support students' developmental achievement and prevent homosexual perversion. Hutteman et al. (2014) assert that adolescents' developmental tasks related to sexuality include: obtaining correct sexual knowledge, developing a positive attitude towards the opposite sex, developing a relationship with the opposite sex, determining values that secure wise decisions in selecting life partners, learning to express love, and learning to play roles. Adolescents are expected to accept their physical condition, understand the role of sex in adult ages, be capable of developing a good relationship with other group members of the opposite sex, try to achieve emotional autonomy, understand and internalize values of adulthood and parents, develop the necessary socially responsible behaviors to enter adulthood, prepare themselves to engage in marriage, understand, and prepare various family responsibilities.

Based on those developmental tasks, the intervention material designed in this study was focused on preventing homosexual perversion. The material included: 1) Sexual behavior phenomena in IBS and



their underlying factors; 2) Adolescents' developmental characteristics; 3) adolescents' reproductive health; 4) Sexually transmitted diseases and their causes; 5) Sexual perversion and their impact; 6) Future Planning. Sex education and knowledge are key to protecting and preventing individuals from homosexual perversion. In Syarif and Susanti's (2018) study, IBS managers, caretakers, teachers, and students were introduced to sex education to protect adolescents from the danger of LBTQ. Sulastri et al. (2022) add the importance of gender understanding for students to know themselves and how to behave accordingly.

This preventive effort has changed IBS members, i.e., managers, caretakers, teachers, and students. These changes included: 1) an improved knowledge about homosexual perversion, 2) students' improved knowledge about strategies to avoid homosexual perversion, 4) more effective communication strategies. These changes fit the purpose of sex education, as stated by Sriyanti (2009), that sex education could improve one's accurate, correct, and clear knowledge about sexual life, the function of reproductive organs and their treatment, properly manage sexual desire, have a sexually healthy behavior, and avoid sexual perversion, such as masturbating, sodomy, and incest, and avoid adultery. IBS members' knowledge of homosexual perversion also plays an important role. Rahmatullah and Azhar (2018) suggest that refreshing knowledge about homosexual perversion may enhance one's caution to detect and anticipating homosexual perversion. It could be anticipated by giving understanding to students about the social, moral, and spiritual impacts of homosexual misbehaviors.

This study was limited to IBS in a rural area, which was far from the euphoria of modern life. Students in this IBS still held on to rural tradition. Gadget use was also not intensive and not dominating their behaviors. Since the number of students staying in IBS was limited (i.e., 160 students), the monitoring process was deemed not challenging. This condition possibly accounts for low indications of homosexual perversion and successful intervention. Therefore, the successful intervention in this location should be further scrutinized before being applied to different IBS, especially those with more students and more diverse characteristics

## **E. CONSLUSION**

Homosexual perversion is still often found in Islamic boarding school. Some IBS managers were unaware of this perversion, while others realized the phenomena but did not know how to minimize this concerning problem. Everyone was aware that loving individuals of the same sex is prohibited, and the punishment for homosexual students has been enforced. However, homosexual perversion cases are still found in IBS. Therefore, a preventive effort should be made in a systematic, integrated, and comprehensive manner to protect the IBS's dignity as one of the pride of the Muslim community. Capacity building was carried out by involving managers, caretakers, and teachers. The material included: 1) Sexual behavior phenomena in IBS and their underlying factors; 2) Adolescents'

developmental characteristics; 3) adolescents' reproductive health; 4) Sexually transmitted diseases and their causes; 5) Sexual perversion and their impact; 6) Future Planning. The study result showed that the IBS managers, caretakers, and teachers exhibited an improved knowledge of homosexual perversion, reproductive education strategies for students, boarding school regulatory reconstruction, and preparing a counseling service unit. Interventions performed in this study could be adapted in similar educational institutions after certain adjustments.

## REFERENCES

- Alam, N. A. R. (2018). Strengthening Leadership Culture. *Jurnal At-Ta'dib*, 13(1), 5–17. DOI: 10.21111/at-tadib.v13i1.1986
- Andina, E. (2016). Faktor Psikososial dalam Interaksi Masyarakat dengan Gerakan LGBT di Indonesia. *Aspirasi*, 7(2), 173-185.
- Arreola, S., Santos, G., Beck, J., Sundararaj, M., Wilson, P. A., Hebert, P., Ayala, G. (2015). Sexual Stigma, Criminalization, Investment, and Access to HIV Services Among Men Who Have Sex with Men Worldwide. *AIDS and Behavior*, 19(2), 227-234.
- Asiyah, S.N. (2015). Lesbianisme Santri di Pondok Pesantren: Studi Kasus di Era 80 dan 90-an. *Al-Riwayah: Jurnal Kependidikan*, 7(1), 1-30.
- Asmara, K.Y. & Valentina, T.D. (2017). Konsep Diri Gay yang Coming Out. *Jurnal Psikologi Udayana*, 4(2), 277- 289.
- Brecia, R. & Afdal. (2019). Analysis of Factors Causing Homosexual Behavior in Gay Teens. *Jurnal Neo Konseling*, 3(2), 121-128. DOI: 10.24036/00430kons2021.
- Brown, A. (2017). 'Sometimes People Kill You Emotionally': Policing Inclusion, Experiences of Self-Identified Homosexual Youth in Secondary Schools in Namibia. *African Identities*, 15(3), 339–350. DOI: 10.1080/14725843.2017.1319751
- Caruthers, A. S., Van Ryzin, M. J., & Dishion, T. J. (2014). Preventing High-Risk Sexual Behavior in Early Adulthood with Family Interventions In Adolescence: Outcomes And Developmental Processes. *Prevention Science: The Official Journal of The Society for Prevention Research*, 15(01), 59–69. DOI: 10.1007/s11121-013-0383-9.
- Chairah, R. (2013). *Perilaku "Mba'-Mba'an" (Studi Deskriptif Tentang Perilaku Senior Dengan Junior Di Pondok Pesantren Putri "Al-Taubah" Probolinggo)*. (Unpublished Undergraduate's thesis). Universitas Jember, Jember, Indonesia.
- Cohn, T. J., & Hastings, S. L. (2010). Resilience Among Rural Lesbian Youth. *Journal of Lesbian Studies*, 14(1), 71–79. DOI: 10.1080/10894160903060325
- Corrigan, P.W. & Alicia, K.M. (2009). Stigma and Disclosure: Implications for Coming Out of The Closet. *Journal Mental Health*, 12(2), 235-248. DOI: 10.1080/0963823031000118221
- Dacholfany, I. & Khoirurrijal. (2016). Dampak LGBT dan Antisipasinya di Masyarakat. *Jurnal Nizham*, 5(1), 106-119.
- Davison, G. C., Neale, J. M., Kring, A. M. (2006). *Psikologi Abnormal*. Jakarta: Raja Grafindo Persada.
- Davison, R., Martinsons, M. G., Kock N. (2004). Principles of Canonical Action Research, *Information Systems Journal*, 14 (1), 65–86. DOI: 10.1111/j.1365-2575.2004.00162.x
- Dermawan, A.A. (2016). Sebab, Akibat dan Terapi Pelaku Homoseksual. *Raheema: Jurnal Studi Gender dan Anak*, 3(1), 1-17. DOI: 10.24260/raheema.v3i1.556
- Desmita. (2016). *Psychology of Student Development*. Bandung: Rosda.
- Diaz-Serrano, L. & Meix-Llop, E. (2016). Do Schools Discriminate Against Homosexual Parents? Evidence from a Randomized Correspondence Experiment. *Economics of Education Review*, 53, 133–142. DOI: 10.1016/j.econedurev.2016.06.001

- Everett, B. (2015). Sexual Orientation Identity Change and Depressive Symptoms: A Longitudinal Analysis. *Journal of Health and Social Behavior*, 56(1), 37-58. DOI: 10.1177/002214651456834
- Galliher, R. V., Rostosky, S. S., & Hughes, H. K. (2004). School Belonging, Self-Esteem, And Depressive Symptoms in Adolescents: An Examination of Sex, Sexual Attraction Status, And Urbanicity. *Journal of Youth and Adolescence*, 33(3), 235-245. DOI: 10.1023/B:JOYO.0000025322.11510.9d
- Grossman, A. H., & D'Augelli, A. R. (2006). Transgender Youth: Invisible and Vulnerable. *Journal of Homosexuality*, 51(1), 111-128. DOI: 10.1300/J082v51n01\_06
- Hamali, S. (2016). Karakteristik Keberagamaan Remaja dalam Perspektif Psikologi. *Al-Adyan: Jurnal Studi Lintas Agama*, 11(1), 81-98. DOI:10.24042/ajsla.v11i1.1438
- Harmaini & Juita, R. (2017). Perilaku Lesbian Santri Pondok Pesantren. *Psikis: Jurnal Psikologi Islam*, 3(1), 11-20.
- Hatzenbuehler, M. L., McLaughlin, K. A., & Hequembourg, A. L. (2010). The Impact of Institutional Discrimination on Health: A Comparison of Lesbian, Gay, and Bisexual Adults with Heterosexual Adults. *American Journal of Public Health*, 100(3), 467-475.
- Herd, G. & Boxer, A. (1993). *Children of Horizons: How Gay and Lesbian Teens are Leading A New Way Out of The Closet*. Boston, MA: Beacon Press.
- Hutteman, R., Hennecke, M., Orth, U., Reitz, A. K., & Specht, J. (2014). Developmental Tasks as a Framework to Study Personality Development in Adulthood and Old Age. *European Journal of Personality*, 28(3), 267-278. DOI:10.1002/per.1959
- IOM (Institute of Medicine). (2011). *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. Washington, DC: The National Academies Press.
- Junaedi, D. 2010. *17+: Seks Menyimpang*. Jakarta: Semesta Rakyat Merdeka.
- Lee, V. E., & Bryk, A. S. (1986). Effects of Single-Sex Secondary Schools on Student Achievement and Attitudes. *Journal of Educational Psychology*, 78(5), 381-395. DOI: 10.1037/0022-0663.78.5.381
- Legistia, Y. T. (2018). Strategy of Islamic Boarding School Based State Islamic Secondary School Development. In A. Komariah, T. C. Kurniatun, D. A. Kurniady, & R. Anggorowati (Eds.), *Proceedings of the 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)* (pp. 413-417). Atlantis press. DOI: 10.2991/icream-18.2019.87
- Mahrudin, A., Ilyas, A., & Humaira, M. A. (2020). Prevention of Adverse Sexual Behavior Through the Curriculum Model of Social Reconstruction With Religious Characters. *Indonesian Journal of Social Research (IJSR)*, 2(2), 164-169. DOI: 10.30997/ijsr.v2i2.57
- Maisaroh, S., Hasanah, S.N., Faristiana, A.R. (2023). Fenomena LGBT Di Pondok Pesantren X Kabupaten Lamongan. *Harmoni : Jurnal Ilmu Komunikasi dan Sosial*, 1(2), 224-238. DOI: 10.59581/harmoni-widyakarya.v1i2.487
- Maslahah, A.A. (2013). Pentingnya Kecerdasan Spiritual dalam Menangani Perilaku Menyimpang. *Konseling Religi. Jurnal Bimbingan Konseling Islam*, 4(1), 1-14. DOI: 10.21043/kr.v4i1.1067
- Muafiah, E. (2013). Pendidikan Perempuan di Pondok Pesantren. *Nadwa: Jurnal Pendidikan Islam*, 7(1), 89-110. DOI: 10.21580/nw.2013.7.1.545.
- Mujab, M. (2016). the Role of Pesantren on the Development Islamic Science in Indonesia. *MIQOT: Jurnal Ilmu-Ilmu Keislaman*, 37(2), 415-437. DOI: 10.30821/miqot.v37i2.90
- Mukhtar, Hidayat, & Ulfah, S. M. (2020). Implementation of total quality management in developing santri characters. *International Journal of Southeast Asia*, 1(2), 1-12.

- Ni'am, A.M. (2018). The Role of Pondok Pesantren Education Against Prevention Of LGBT Behavior (Case Study at Pondok Pesantren Timoho Minhajut Tamyiz Yogyakarta), *An-Nidzam: Jurnal Manajemen Pendidikan dan Studi Islam*, 5(2), 65-76. DOI: 10.33507/an-nidzam.v5i2.174
- Ningsih, R.S. & Primanita, R.Y. (2020). Hubungan Perceived Social Support Hubungan Perceived Social Support Dengan Meaning in Life Pada Pelaku LGBT Di Sumatera Barat. *Jurnal Riset Psikologi*, 3(3), 1-13.
- Page, M. L. (2017). From Awareness to Action: Teacher Attitude and Implementation of LGBT-Inclusive Curriculum in the English Language Arts Classroom. *SAGE Open*, 7(4). DOI: 10.1177/2158244017739949
- Poon, C. S., & Saewyc, E. M. (2009). Out Yonder: Sexual-Minority Adolescents in Rural Communities In British Columbia. *American Journal of Public Health*, 99(1), 118–124. DOI: 10.2105/AJPH.2007.122945
- Pranata, T.D. (2015). Perilaku dan Realitas Sosial Kehidupan Gay di Kota Semarang. *eJournal Sosiatri-Sosiologi*, 3(3): 135-150.
- Rahmatullah, A. S. & Atmojo, M.E. (2019). Homoseksual Kaum Santri di Pesantren (Antara Patologi Seksual & Perilaku Abnormal). *Jurnal Studi Kependidikan dan Keislaman*. 6(1), 37-54.
- Rahmatullah, A.S & Azhar, M. (2018). Pesantren dan Homoseksualitas Kaum santri (Studi Pada Pesantren Tua Salariyyah dan Khalifiyyah di Kota Santri Jawa Timur. *Inferensi: Jurnal Penelitian Sosial Keagamaan*, 12(2), 257-480.
- Rahmatullah, A.Z. & Azhar, M. (2019). Pendidikan Spiritual Berbasis Tasawuf (Upaya Meminimalisir Perilaku Menyimpang Homoseksual di Pesantren). *Cendekia*, 17(2), 235-252. DOI: 10.35914/tomaega.v5i3.1204
- Ramadhani, D.W. & Pratimaratri, U. (2022). Upaya Preventif Perlindungan Terhadap Anak Dari Pengaruh Lesbian, Gay, Biseksual, Dan Transgender (LGBT) Di Lingkungan Pesantren. *Proceeding of Conference on Law and Social Studies*. Retrieved from <http://prosiding.unipma.ac.id/index.php/COLaS>
- Ramadhanti, A., & Azeharie, S. (2020). Penerimaan LGBT oleh Tempat Ibadah. *Koneksi*, 4(2), 301–309. DOI: 10.24912/kn.v4i2.8146
- Republika. (2018). *Soal Acara Mengarah ke LGBT, Ini Kata Artos Mall Magelang*. Retrieved Jan 30, 2010, from Republika website: <https://republika.co.id/berita/nasional/daerah/18/10/15/pgmxe7354-soal-acara-mengarah-ke-lgbt-ini-kata-artos-mall-magelang>
- Rizqi, M. I. R., Syahidin, Abdussalam, A. (2022). Model Pembinaan Akhlak di Pesantren Mahasiswa Al Jihad Surabaya dan Implikasinya terhadap Pengembangan Pembelajaran PAI di PTU. *Jurnal Pendidikan Tambusai*, 6(1), 8021-8038.
- Rohmah, N. (2011). *Homoseksualitas Dalam Dunia Pesantren (Studi tentang Fenomena Lesbianisme di Kalangan Santriwati di Kabupaten Kudus)*. (Unpublished Undergraduate's thesis). Universitas Negeri Semarang, Semarang, Indonesia.
- Russell, S. T., Bishop, M. D., Saba, V. C., James, I., & Ioverno, S. (2021). Promoting School Safety for LGBTQ and All Students. *Policy insights from the behavioral and brain sciences*, 8(2), 160–166. DOI: 10.1177/237273222111031938
- Saewyc, E.M. (2011). Research On Adolescent Sexual Orientation: Development, Health Disparities, Stigma and Resilience. *Journal of Research on Adolescence: The Official Journal of the Society for Research on Adolescence*, 21(1), 256-272. DOI: 10.1111/j.1532-7795.2010.00727.x
- Saidah, E. M. (2016). Penyimpangan Perilaku Seksual (Menelaah Maraknya Fenomena LGBT Di Indonesia). *Al-Ishlah Jurnal Pendidikan*, 8(1), 56-68. DOI: 10.35445/alishlah.v8i1.32
- Santrock, J. W. (2007). *Child Development (11th ed.)*. Jakarta: ID. Erlangga.

- Santrock, J. W. (2012). *Life-span development (13th ed.)*. Jakarta: ID. Erlangga.
- Sarwono, S. W. 2002. *Psikologi Remaja*. Jakarta: Raja Grafindo Persada.
- Sebastian Maroky A, Ratheesh A, Viswanath B, Math SB, Chandrashekar CR, Seshadri SP. (2015). 'Ego-dystonicity' in homosexuality: An Indian perspective. *International Journal of Social Psychiatry*, 61(4), 311-318. DOI: 10.1177/0020764014543709
- Šejna, E. (2022). Attitudes Toward Homosexuality Among Students In Lower-Secondary Education. *Studia Paedagogica*, (27)1, 153–169. DOI: 10.5817/SP2022-1-6.
- Solopos. (2022). *Daftar Kota Santri di Jateng, Nomor 1 Ada 297 Pesantren*. Retrieved Jan 30, 2010, from Solopos wesbite: <https://www.solopos.com/daftar-kota-santri-di-jateng-nomor-1-ada-297-pesantren-1451070>.
- Sriyanti, L. (2009). *Jangan Biarkan Mereka Mati (Pendidikan Seks bagi Remaja, Panduan untuk Guru dan Orangtua)*. Salatiga: STAIN Salatiga Press
- Sulastri, Dewi, E., Hudiawati, D., Purwanto, S., Yuniartika, W. (2022). Pemahaman Gender Sebagai Stategi Pencegahan LGBT di Lingkungan Pondok Pesantren. *To Maega: Jurnal Pengabdian Masyarakat*, 5(3), 474-481.
- Syarif, M. & Susanti, M. (2018). Menyelamatkan Remaja dari Bahaya LGBT dengan Pendampingan, Pengenalan dan Pendidikan Seks di Pondok Pesantren Sumatera Barat. *Al-Irsyad: Jurnal Bimbingan dan Konseling Indonesia*, 1(1), 54-69.
- Talley, A. E., Hughes, T. L., Aranda, F., Birkett, M., & Marshal, M. P. (2014). Exploring Alcohol-Use Behaviors Among Heterosexual and Sexual Minority Adolescents: Intersections With Sex, Age, and Race/Ethnicity. *American Journal of Public Health*, 104(2), 295–303. DOI: 10.2105/AJPH.2013.301627
- Taufik, Prihartanti, N., Daliman. (2019). Skala Kecenderungan Perilaku Homoseksual Untuk Santri. Retrieved from <https://publikasiilmiah.ums.ac.id/xmlui/bitstream/handle/11617/10734/KARYA%20CIPTA-LENGKAP.pdf?sequence=1&isAllowed=y>
- Weerman, A. and Abma, T. (2018) 'Social work students learning to use their experiential knowledge of recovery. An existential and emancipatory perspective', *Social Work Education*, 38(4), 453–469. DOI: 10.1080/02615479.2018.1538335
- Yansyah, R., & Rahayu, R. (2018). Globalisasi Lesbian, Gay, Biseksual, dan Transgender (LGBT): Perspektif HAM dan Agama dalam Lingkup Hukum di Indonesia. *Law Reform*, 14(1), 132-146. DOI: 10.14710/lr.v14i1.20242

