

**GENDER IDENTITY AND SEXUAL ORIENTATION IN ISLAMIC STUDENTS AT SALAFIYAH ISLAMIC BOARDING SCHOOL SITUBONDO**

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**ABSTRACT**

**Keywords:**

identity gender  
sexual orientation  
students

The experience of adolescents related to sexuality and problems related to the lack of knowledge in understanding sexual identity will lead these adolescents to sexually deviant behaviour. This study aimed to determine adolescents' characteristics in understanding gender and determine the orientation of adolescents related to sexual attraction in the Salafiyah Sukorejo Islamic school. This study used an observational analytic approach, with many respondents, as many as 478 students in Salafiyah Islamic schools. The sampling technique in this study used a simple random sampling technique. This study uses the Kinsey scale research instrument with a Cronbach's Alpha value of 0.929 and uses the Bem Sex Role Inventory instrument with a Cronbach's Alpha value of 0.868. This study indicates that most students have a heterosexual type of sexual orientation, namely 96.3%, and the sexual identity of the majority of students, namely gender androgyny, as much as 43.9%. From the data above, this problem needs to be addressed further, such as early detection, assessment of sexual orientation, and prevention efforts related to sexual problems, which are useful for minimizing the occurrence of deviations in sexual orientation and gender identity in adolescent students.

**BACKGROUND**

The Islamic boarding school is an Islamic educational institution that has students who live in the boarding school. The Islamic boarding schools' curriculum teaches students to understand, explore, appreciate, and practice Islam's teachings and teach education about moral religion as guidance in living life daily (Kompri, 2018). Islamic boarding school in Indonesia has a number which is quite a lot that is around 27.218 institutions, where the Islamic boarding school are divided into two types, modern Islamic boarding school and Salafiyah Islamic boarding school. The number of Islamic students in Indonesia, which is as much as 3,642,738 students, with the number of male student of 1.89558 million students and the number of women students as much as 1,747,158 students (The Ministry of Health, 2013).

The teenager period of development occurs in every person and has to be unique and solitary and occur on a range of ages 11-20 years (Keliat &

Pasaribu, 2016). The stages of development in adolescents include the ability to identify sexual orientation and understand gender roles. Sexual orientation is an inclination or interest in someone of the opponent types. At this stage, adolescents must be able to recognize the changes that are found in themselves. Teenagers with bad adaptations can show different output and lead teenagers to sexual orientation problems (Nurhayati, 2013). The phenomenon of adolescent sexual orientation deviation has occurred, especially in Islamic boarding schools. Based on a study entitled the lesbian behavior of Islamic boarding school students conducted by Harmaini and Juita in 2017, the emergence of a tendency for lesbian sexual behavior among students is caused by the influence of the social environment. Forms of sexual behavior that often occur in dormitories are hugging, kissing, and touching the body parts of a partner.

A preliminary study that has researched the salafiyah Islamic boarding School about orientation and sexual identity of gender found that the students

using the same rooms for sleep. This Activity also allows students to perform activities together with other students in the same time (Nur, 2016). The preliminary study also found that the students have a problem about knowing their sexual behavior, it also is a factor that student has difficulty about telling the truth about their experience about sex.

The lack of interaction with the outside environment also triggers the problem, just that students are less able to interact with other opponent types. The problems above, which became the cause of the appearance of disorder orientation sexual and confusion of identity gender, cause the student to have output about sexual disorientation.

## METHODS

This study uses a descriptive-analytic design by using the approach of cross sectional. This study used simple random sampling by using a formula calculation of descriptive so obtained number of samples as many as 478 students teenagers. This study's criteria divide into two criteria, namely, criteria for inclusion and criteria for exclusion. Criteria for inclusion in this research are a teenager student with ages 16 to 18 years old and lived in the Salafiyah Islamic Boarding School. Criteria for this study's exclusion are that students are already married and have aged under 16 years. This research was conduct in July - December 2019 in the Islamic boarding School salafiyah safi'iyah Situbondo.

This research used the instrument Questionnaire The Kinsey Rating Scale and Bem Sex Role Inventory. Questionnaires have already done the validity, and reliability test with a value of validity for The Kinsey Rating Scale is at 0.89 and to the Bem Sex Role Inventory is 0.94. The reliability test results of The Kinsey Rating Scale showed that Cronbach's Alpha results were 0.929 (Risnawati, 2017). The reliability test results for the Bem Sex Role Inventory showed that the Cronbach's Alpha value was 0.868.

Researchers and enumerators carried out research data collection. Before collecting data first, the researcher will do a test to try the questionnaire to see the questionnaire's content and substance. The researchers discussed the content of the questionnaire and discussed the objectives that want to be achieved from the questionnaire. Researchers explain the intent and purpose of research, ask the respondents to participate in the respondents' research, inform the respondent about filling the questionnaire to the respondent, and inform the time it takes to fill out the questionnaire. The data obtained were collected

and processed using data analysis. This research also has passed the ethical clearance test with the number 456/UN25.8/KEPK/DL/2019.

## RESULTS

In this study the data on the sociodemographic characteristics of respondents were data on age, gender, tribe, class, and length of stay in Islamic Boarding School are shown in the following table.

Based on Table 1 obtained results that students with identity gender masculine that 55 students (11.5%), students with identity gender feminine eight students (1.7%), students with the identity of the gender androgyny 96 students (20.1%), and 14 students (2.9%) did not differentiate between students with gender identity. Women with the identity of gender masculine are ten students (2.1%), women with identity gender feminine are 121 students (25.3%), women with the identity of the gender androgyny 114 students (23.8%), and women with the identity of gender non differentiated 60 students (12.6%). The majority of male and female students have an androgynous gender identity, namely 200 students (43.9%).

## DISCUSSION

### Age

The results showed that the majority of the students were 16 years old (66.3%). This result is in line with Nurhayati et al (2017) research that adolescents are dominated by those aged 15 years and over (98.3%). The middle adolescent development stage has an age range between 16 to 18 years. One of the adolescent development tasks is looking for identity and getting interested in certain genders (Saam et al, 2013). teenagers possess the characteristics of developmental stages that form the physical are getting perfect like the adults, the development of social and intellectual more perfect, want to get the freedom of attitude, behavior aggressive if treated like children (Siti, 2015).

### Gender

Results of the study showed that the majority of the students manifold sex female (63.8%). Changes in puberty in boys and girls are characterized by sexual maturity in the form of primary and secondary sex characteristics (Desmita, 2015). The changes of puberty also occurred in teenagers' ability to do and try something new. Teens, more like doing relations social with a variety of people, both

Table 1. Characteristics of Respondents Based on Sociodemographic Data

<b>Respondent Characteristic</b>	<b>Median</b>	<b>Min-Max</b>
Age	16	16-18

Table 2. Characteristics of Teenager Respondent in Salafiyah Islamic Boarding School

<b>Respondent Characteristics</b>	<b>Total</b>	<b>Percentage</b>
Gender:		
men	173	36,2
women	305	63,8
Tribe:		
javanese	220	46
maduranese	198	41,4
other	60	12,6
Class:		
1	138	28,9
2	282	59,0
3	58	12,1
Education History of Elementary School:		
Elementary School	276	57,7
Islamic Elementary School	202	42,3
Education History of Junior High School:		
Junior High School	213	44,6
Islamic Junior High School	265	55,4
Length of Stay in Islamic Boarding School:		
0-1 Years	36	7,5
1-2 Years	149	31,2
2-3 Years	64	13,4
3-4 Years	50	10,5
4-5 Years	116	24,3
> 5 Years	63	13,2
School motivation in Islamic Boarding School:		
Parent Wishes	81	16,9
Self Wishes	378	79,1
Others	19	4,0

Table 3. Sexual Orientation of Islamic Student in Salafiyah Islamic Boarding School

<b>Sexual Orientation</b>	<b>Men</b>		<b>Women</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Heterosexual	168	35,2	292	61,1	460	96,3
Bisexual	3	0,6	4	0,8	7	1,5
Homosexual	2	0,4	7	1,4	9	1,8
Asexual	0	0	2	0,4	2	0,4

Table 4. Gender Identity of Islamic Student in Salafiyah Islamic Boarding School

Gender	Gender Identity							
	Maskuline		Feminine		Androginy		Non Differentiated	
	n	%	n	%	n	%	n	%
Laki-laki	55	11,5	8	1,7	96	20,1	14	2,9
Perempuan	10	2,1	121	25,3	114	23,8	60	12,6

men and women. Adolescents who experienced a period of puberty is also typically entering the stage of genitalia and start the onset of interest against opponents types and have reached maturity sexual (Keliat et al, 2016). The researcher argues that there are more female students than male students. The reason is that parents who have girls feel safer if their children are placed in boarding schools. Parents also believe that girls in Islamic boarding schools will be better educated, understand manners, and respect their parents more. Islamic boarding school has an Islamic curriculum that students can apply science in the local neighborhood.

### Tribe

The results showed that most of the students were Javanese (46 %). The researcher argues that each student who comes from different ethnic groups will have different habits. Most of the Islamic boarding schools are Javanese because the boarding school location is close to the student's residence. The majority of Javanese tribes in the area around the Islamic boarding school have always been passed down from generation to generation to place their children in the boarding school because it has long been recognized as a large, excellent, and well-known boarding school in the area.

### Class

This study showed that most of the students were in grade two senior high school (59%). Researchers found that the respondent entered the age of middle adolescence. These adolescents have developmental tasks, one of which is looking for self-identity and becoming attracted to the opposite sex (Saam & Wahyuni, 2013). Activities of daily students at the boarding school follow the Islamic boarding School rules like reading books of the holy al- Quran and reading the hadith. Lesson general also obtained by students at the boading school. Students' relationships are harmonious for activities collectively and make the activity day-to-day ( Muhlisin, 2017). Re-

search by Nur et al (2016) revealed that students who live together in the same environment in various activities create a close relationship between students.

### Educational Background

This study showed that most of the students had a history of primary school education (57.7%) and Islamic junior high school (55.4%). Curriculum of Islamic Boarding School when it adopts and enters the system school in a boarding school with no reduction of the value uniquely Islamic school was itself, for example, Islamic junior high school, Islamic senior high school, and even college. The curriculum was applied to adopting traditional curriculum schools and combined with Islamic schools curriculum (Zuhri, 2016). Based on Rohmah's (2011) research, differences in students' understanding of sexuality are influenced by their educational status.

The researcher argues that the educational history of the students is Elementary School and Islamic junior high school because remote areas and population areas have the most standing and high school interest is in Elementary Schools. At the same time, children who want to study general science and religious sciences usually prefer schools in Islamic junior high school.

### History of Living in Islamic Boarding Schools

The results showed that the students' length of stay in the Islamic boarding school was 1-2 years (31.2%). Rohmah (2011) revealed that the students who had long been in boarding school have differences in interpreting what was responsible accountable. Researchers found that most students still live at the boarding school for about 1 to 2 years for students to continue to the next level of the school, with the thought that the cost of school in the cottage boarding is more inexpensive than the school public's cost.

### The motivation for Taking Education in Islamic Boarding Schools

The results showed that the students' moti-

vation to choose Islamic boarding schools was their desire (79.1%). This result is not in line with Rohmah's (2011) research, where the research explains that. The researcher argues that students' motivation to study in a boarding school with their own will is because they have been accustomed to living in a boarding school by their parents from a young age. Some of them also desire to learn religious knowledge and make more friends from various regions, and feel more comfortable living in a boarding school.

### **Description of Sexual Orientation and Gender Identity in Adolescents in Islamic Boarding School Salafyah Safi'iyah Situbondo.**

#### **Sexual Orientation**

The results of the study indicate that the heterosexual orientation, Most is owned by teenagers (96.3%). Zakariya (2016), in his research, revealed that students who trained with forms of discipline and with a schedule that regularly makes the students obedient to the rules so that the relationship among species becomes less so that the interruption orientation sexual be avoided. In contrast with hacyl research that showed that the orientation of homosexuals still are in the neighborhood of students even though the amount is not much. These results align with Risnawati's (2017) research, which states that most teenage students have homosexual tendencies (28.9%). Santrock (2003) explained that generally, humans have two types of sexual orientation, namely heterosexual and homosexual.

Researchers believe that the tendency of heterosexuals and homosexuals most lots is in the cottage boarding because the rules cottage boarding are tight to minimize the meeting with the type of sex the other. Pupils who tend to orientation Sexual were different as homosexual, bisexual, asexual occurs because of the interaction of sesame species were quite long and intense. The number of students daughters who undergo orientation sexual manifold homosexual more lots than the students of men, things have happened because of the number of women more than male students.

Saturation of Activity in Islamic boarding also causes homosexual, bisexual, and asexual. The Activity in the Islamic boarding school by students who have a homosexual orientation and bisexual orientation diverted by way of love from fellow species or both because students are more excited about to move when meeting with friends fellow kind who likes it. It is not the one aberration, but be a tendency for the study is only limited to early detection and assess-

ment to determine the existence of a risk of deviation orientation Sexual such.

#### **Gender Identity**

Results of the study showed students, male and female majority sexed androgynous (43.9%). Setyaningsih (2009) explains in his research that most adolescents have an androgynous gender identity (70%). Researchers have the opinion that things have happened because of the opinion that in the cottage Islamic boarding school teaching of religion into the guidelines that are used in life everyday like men should be a man in their behaviors and girls become women in the real definition. However, without realizing students' perception of the kind of sex male or female, the identity of gender is different because it is since birth has the desire to become something different. Identity gender androgyny does not constitute a deviation but is only limited to the expression of gender.

#### **CONCLUSION**

The study's own conclusion that the orientation of gender students could differ and change - change depending on the situation and environment that exist, where the results are statistically found to be the result with Characteristics queued mostly extensive aged 16 years (66.3%), and female as and majority of type of sex. The length of stay for most of the Islamic student in the Islamic boarding school was 1-2 years (31.2%). The motivation to go to the Islamic boarding schools, mostly teenage students, is their desires, namely 278 students (79.1%). The description of the sexual orientation and gender identity, namely the students with the most sexual orientation is heterosexual sexual orientation (96.3%), and the most gender identity was androgynous (43.9%).

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