Managing Students in Sexuality Education: "Love, Sex, and Dating" Based on the Qur'an in Educational Institutions

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Abstract

This research aims to describe the management of learners in Qur'an-based "love, sex, and dating" sexuality education in educational institutions. This research uses a qualitative approach with descriptive type. Researchers collected data using non-participant observation techniques, semi-structured interviews and documentation. At the analysis stage using the flow model technique with the stages of data condensation, data presentation, and finally drawing conclusions. The outcomes in this research are the management of students in sexuality education "love, sex, and dating" based on the Qur'an at SMP IT Madina carried out through several stages, namely the planning stage, the organizing stage, the implementation stage and the supervision stage. The conclusion of this research is that the management of students who have been implemented at SMP IT Madina has finally given birth to several activity programs in the implementation of al-qur'an-based "love, sex, and dating" sexuality education, including starting from the new student admission program, learning process program, counselling guidance program, and tausiyah program. Some of the activities that have been carried out are slowly able to equip students in protecting dignity and controlling themselves wisely and responsibly in their sexual lives.

INTRODUCTION

Sexual education holds significant importance for contemporary individuals, particularly those classified as adolescents. According to the *World Health Organization*, adolescents encompass individuals aged between 10 and 19 years (Anggraini & Ismail, 2023). Adolescence denotes a transitional phase from childhood to adulthood (Goddings *et al.*, 2019). During this period, adolescents undergo growth and development that lead to maturity, including sexual maturity. This stage of sexual maturity is identifiable through the characteristics of reproductive organ development, representing a natural phase experienced by every individual (Lidiawati et al., 2020).

Sexual maturity fosters adolescents' ability to form relationships and develop closer connections with individuals of the opposite sex. Moreover, it engenders feelings of attraction and affection towards those of the opposite sex. The existence of this liking will eventually introduce adolescents to the terms *"love"* and *"dating"* which

then continues the closeness between the two in a relationship known as dating. Hence, during this period, adolescents find themselves in a vulnerable state and are susceptible to engaging in promiscuous behavior driven by heightened curiosity and the desire to explore new experiences. The notion of dating ought to serve as a precursor to marriage, emphasizing the importance of this stage in the relationship (Dari & Ratnawati, 2015). In light of this, dating should be approached by individuals who have contemplated a long-term commitment, namely marriage. However, during this transitional phase from childhood to adulthood, adolescents may not be fully prepared in all aspects of their lives to embark on a marital journey. Moreover, teenagers often lack the necessary resources to establish a household. Nevertheless, empirical evidence suggests that many teenagers engage in dating primarily out of curiosity to experiment with new experiences, to gain social status, or as a means of exploring sexuality (Dari & Ratnawati, 2015).

Such misguided perspectives on dating can lead to unhealthy dating practices. An indicator of unhealthy dating is teenagers engaging in sexual activity outside of marriage. Should this trend persist, it could result in detrimental outcomes such as early pregnancies, sexually transmitted infections, and even HIV/AIDS contraction (Evi, Nasir and Syria, 2013). Based on data from Head of the National 2022 revealed that adolescents aged 11-14 years as much as 6% had had free sex, while aged 15-19 years as many as 74% of male adolescents and 59% of female adolescents claimed to have had free sex. If left unaddressed, this phenomenon will erode Indonesia's ancestral values and cultural characteristics, particularly concerning religious and cultural norms. According to data from the Ministry of Health, 228,049 teenagers aged 10-17 years have entered into marriage, with 3.8% being exposed to the HIV virus and 4.1% contracting AIDS (Permatasari & Alamiyah, 2023).

Observing this situation, adolescents truly require guidance and support from individuals in their surroundings, encompass-sing family, school, and community, through the provision of sexual education. Consequently, this will aid adolescents in cultivating positive personality traits and character, thereby enabling them to navigate their social lives in alignment with the rules and norms upheld in society. However, in Indonesia, it is still common to find people who have the opinion that sexuality is a scientific issue, thus assuming that a child will understand it on their own when they are married. This then impacts on the taboo of sexuality education to be discussed openly.

Sexual education seeks to assist adolescents in cultivating healthy emotional attitudes to address potential sexual issues, enabling them to lead healthy and responsible lives. Furthermore, sexual education aims to equip adolescents with an understanding of the various risks associated with engaging in sexual activity outside of marriage, including sexual harassment, infectious diseases, premarital pregnancy, abortion, psychological trauma, and more. Through this education, adolescents can avoid and steer clear of such behaviors.

Sexuality education can be examined from diverse perspectives, including sociology, psychology, biology, religion, and others. Within the Islamic framework, sexuality education is regarded as part of moral education. Healthy sexual conduct is considered a manifestation of one's moral integrity. Islam offers guidance and regulations for individuals regarding sexual matters. This is based on the view that sexuality is an important part of life (Nawangsari, 2015). Islam emphasis that things in the form of reproduction (sex) require management in accordance with religious demands, such as through marriage bonds, so that if someone has not agreed to marriage, it is recommended to refrain from looking, fasting, and so on (Yadin, 2016).

Drawing upon the aforementioned background, educational institutions require student management strategies aimed at deterring adolescents from engaging in promiscuous behavior. This can be achieved through the provision of sexuality education focused on "love, sex, and dating" infused with Islamic values. This is intended so that adolescents can understand the concept of giving affection (*love*), sexual behavior (*sex*) and dating or meeting between the opposite *sex* (*dating*) in a healthy and according to Islamic law. Thus, the purpose of this research is to describe and provide a clearer picture of the management of students in sexuality education "love, sex, and dating" based on the Qur'an in educational institutions.

METHODS

This research was conducted at SMP IT Madina, a private junior high school that operates under the *boarding school* system and is affiliated with the Daarussa'adah Islamic Boarding School in Samarinda, East Kalimantan. The research adopts a qualitative approach, chosen to enable researchers to depict the outcomes observed in the field. Qualitative research allows researchers to process data results in the form of written words or oral speech from research subjects (Khudriyah, 2021). Therefore, in this case it can be understood that qualitative is a research approach that produces an interpretation or analysis of an event that occurs and is studied by the researcher.

The type of research utilized is descriptive research. In this type of research, the researcher systematically and factually describes or depicts the issue under investigation. Therefore, the researcher chose to combine a skinative approach with a descriptive type of research because it was seen as more effective in this research to explore and analyzed the problems being studied. The research subjects were netted by using *purposive*

sampling technique. This technique was chosen by the researcher in order to find research subjects or informants who fit the criteria needed in this research. Thus, the research can find research subjects who are experts and have direct involvement in the process of student management in the Qur'an-based "love, sex, and dating" sexuality education in educational institutions.

In order to collect data, researchers use several data collection techniques, including; (1) non-participant observation, where researchers will make direct observations in the field but do not participate in student management activities in al-qur'an-based "love, sex, and dating" sexuality education in the field; (2) semi-structured interviews, where researchers will prepare several points of questions related to the focus of research; and finally (3) documentation, where researchers will collect documents related to research studies in the field. Furthermore, the data that has been collected will be analyzed using the *flow model* technique developed by Miles, Huberman, and Saldana, which consists of three stages, namely data condensation, data presentation, and conclusion drawing (Sugiyono, 2018). The last step, the data that has been analyzed will be validated through data validity testing. The technique used by researchers is the data triangulation technique, where three aspects of testing will be carried out, namely from the aspect of research data, aspects of research sources, and aspects of research methods.

DISCUSSION

Based on the interviews conducted the Principal of SMP IT Madina, it was revealed that the management of students in sexuality education, focusing on "love, sex, and dating" is structured around four stages: planning, organization, implementation, and supervision. Further details are provided below:

Planning Stage

The planning stage involves establishing goals, objectives, targets, and suitable strategies for delivering Qur'an-based sexuality education on "love, sex, and dating" to students at Madina IT Junior High School. Additionally, planning encompasses designing the required resources, including costs and the timeframe necessary to accomplish the established goals (Amin et al., 2023). Planning for learner management activities at SMP IT Madina in providing Qur'an-based "love, sex, and dating" sexuality education is carried out through meetings or meetings with teachers who will be involved in implementing the sexuality education program. After that, the results of the meeting will be socialized to the targets who will be given sexuality education "love, sex, and dating" based on the Qur'an, namely all students of SMP IT Madina. The activities of the planning stage are as follows:

Identifying the Problem

The initial step in planning involves problem identification. This process entails exploring the issues at hand to facilitate the development of a suitable program for the implementation of Qur'an-based sexuality education on "love, sex, and dating" at SMP IT Madina. This activity is very important to do so that the sexuality education provided is right according to the needs of students. On the other hand, this is done so that future problems can be anticipated as early as possible in order to build a person with good character. Through problem identification, it is possible for the school to know the factors that cause sexual deviant behavior among students. Some of the factors found are: (a) Great curiosity: Due to the taboo surrounding sexual issues, some students resort to seeking alternative sources for accessing sexuality education materials, either through reading or watching various content related to pornography on specific *websites or social media* platforms. (b) Encouragement to try new things: Some students acknowledged feeling compelled to experiment with behaviors they read about or witnessed related to sexual conduct, such as expressing affection, getting to know individuals of the opposite sex, and engaging in activities like kissing. However, due to being enrolled in a school affiliated with an Islamic boarding school, male and female students are segregated, thus limiting opportunities for interactions between genders. Consequently, this situation gives rise to new challenges, as some students opt for same-sex or homosexual relationships. (c) Lack of understanding of the concept of sexuality: As schools adhere to the regulations of Islamic boarding schools, sexuality education in schools is kept to a minimum and is considered taboo for open discussion. This ultimately contributes to students' inadequacy in managing their sexual lives and allows them to explore the realm of sexuality without a comprehensive understanding.

Based on the foregoing explanation, it is evident that the primary avenue through which

students access information related to sexuality education is mass media. The prevalence of infractions is on the rise due to the proliferation of information and sexual stimuli disseminated through various mass media channels, including videos, tapes, mobile phones, and the internet (Pratama et al., 2014). Students in adolescence are always curious and want to try, even imitate what they see or hear from the mass media. However, this can have a positive impact if the information obtained is received wisely, well and correctly. Therefore, sexual education guidance is very necessary to help students to act wisely and responsibly towards their sexual life (Juliadarma, 2021).

Formulate Goals, Objectives and Targets

After identifying the problem, the goals, objectives, and targets of the sexuality education implementation program at school were formulated. The objectives of implementing sexuality education on "love, sex, and dating" based on the Qur'an at SMP IT Madina are as follows; (a) equipping students with the importance of maintaining their dignity and welfare through the cultivation of self-protection to be able to carry out social relationships and maintain good sexual behavior; (b) providing an understanding of reproductive health, *sexually* transmitted diseases, pregnancy, and contraceptives; (c) preventing deviant behavior and sexual harassment; and (d) preventing the absorption of unsafe and accurate information.

Once the goal is established, the next step is to determine the targets. The targets in the implementation of this Qur'an-based sexuality education on "love, sex, and dating" will be allocated to all students of SMP IT Madina, with several indicators of success targets, namely; (a) students are aware and understand the impact received if they engage in sexual behavior without complying with the rules of law, religion, customs, and mental and material readiness in themselves; (b) students are able to control themselves and behave properly in sexual matters, in accordance with religious norms and norms that apply in society.

Based on the explanation provided above, it can be understood that sexual education is implemented for the betterment of students' future well-being. Sexual education equips adolescents with essential knowledge, skills, attitudes, and values that empower them to safeguard their health, well-being, and dignity. Additionally, it

enables them to cultivate respectful social and sexual relationships (Fatimawati et al., 2023). Therefore, sexual education must be provided systematically and continuously, adjusted to the age and cognitive and emotional needs of students (Savitri, 2021). Therefore, sexual education must be comprehensive, implying that it not only offers explanations concerning sexual behavior but also ensures accuracy by presenting scientific data grounded in research, facts, and evidence. This approach enables students to attain a deeper understanding and acquire a realistic perspective on why deviant sexual behavior should be avoided.

Setting the Strategy

Setting the strategy constitutes the final step of the planning stage. In determining this strategy, *stakeholders* at Madina IT Junior High School decide on the long and short-term strategies to be implemented. Furthermore, a preliminary budget outlining potential costs and required infrastructure is also formulated. The strategies that are carried out are made in line with the goals and targets that have been previously set. There are several strategies set in the implementation of "love, sex, and dating" sexuality education based on the Qur'an at SMP IT Madina, namely in the form of new student admission strategies, learning process strategies, and counselling strategies.

Based on the explanation provided above, it is understood that the strategy established in the implementation of sexual education must align with the previously set goals and targets. The process of learner management in sexual education adheres to the stages typical of learner management in general, which include admitting new students, the learning process, and guidance and monitoring (Juliadarma, 2021). On the other hand, sexuality education can also be provided through understanding gender differences and character education (Habiba & Setiawan, 2021). Hence, learner management plays a crucial role in supervising the progress of children's sexual education. Historically, the responsibility for children's sexual education has primarily rested solely on parents; however, educating children necessitates an active two-way engagement involving both parents and schools as formal educational institutions.

Organizing Stage

During the organizing stage, the principal of SMP IT Madina designates a trusted individual to

lead the implementation of the Qur'an-based sexuality education program on "love, sex, and dating" at the school. The appointed leader for this program is the school's student coordinator. Additionally, under the guidance of the principal, the student coordinator collaborates with various stakeholders, including subject teachers and homeroom teachers, to execute the program as per the established design. Teachers in charge of Islamic religious subjects, such as teachers in charge of "*akhlakul karimah*" and "*fiqh*" subjects are appointed to provide learning on sexuality "love, sex, and dating" from the perspective of the law of the Qur'an. Then the counselling guidance teacher is given the task of providing guidance as an effort to prevent sexual deviant behavior and provide *treatment* as an effort to alleviate the problem of sexual deviant behavior that is happening among students. Meanwhile, homeroom teachers are given the task of monitoring students' daily behavior in the school environment. Therefore, the organizing stage can be perceived as the phase of strategically assigning human resources to appropriate positions based on their expertise. This process aims to enhance the clarity of coordination lines and *job descriptions* for each individual in their respective roles.

Based on the explanation provided above, it is evident that organization is a stage wherein members within an organization are positioned according to their competence, thereby enabling them to drive the organization forward towards achieving its objectives (Yusuf, 2019). Related to this, organizing needs to be done because in implementing the Qur'an-based "love, sex, and dating" sexuality education in schools cannot be done if only one person works, cooperation is needed from various parties so that the program can achieve the expected goals. As an alternative choice, cooperation in the implementation of Qur'an-based "love, sex, and dating" sexuality education in schools can not only be done through cooperation with internal school parties, but can also be done through cooperation with external parties, such as the office of women's empowerment and child protection, health centres, psychologists, or other professionals who can provide counseling to students related to sexuality issues "love, sex, and dating" in schools (Muarifah et al., 2019). That way, Qur'an-based "love, sex, and dating" sexuality education in schools can be carried out more optimally.

Implementation Stage

The implementation stage is where the previously devised plan is put into action. Some of the activities involved in managing students in Qur'an-based sexuality education on "love, sex, and dating" at SMP IT Madina include the following:

New Student Admission

Sexuality education on "love, sex, and dating" based on the Qur'an is initiated as early as possible, commencing when a child is officially accepted as a student at SMP IT Madina. One of the concluding activities in the process of admitting new students involves their participation in familiarizing themselves with the school environment. The purpose of the introduction of the school environment is as a forum for introducing new students to school conditions, including an introduction to the rules, student conditions, adaptation of the school environment and a brief introduction to the subjects they will research, so that students can recognize and adapt to the new environment.

During the orientation period for new students to acquaint them with the school environment, sessions on Qur'an-based sexuality education on "love, sex, and dating" will be integrated. In these sessions, students will be provided with insights and comprehension regarding the segregation of school facilities between males and females. Consequently, in their daily routines, students will be organized into groups and will only interact with peers of the same gender. This arrangement is based on the prohibition of Islamic teachings known as *ikhtilath, which* is mingling with the opposite sex. The division of groups based on gender is a form of habituation to introduce social interaction patterns that are legalized in Islam in relation to the rules of interaction with the opposite sex.

At this juncture, the school has the opportunity to acquaint all new students with the various school regulations. The socialization of school disciplinary rules to new students is highly significant as it serves to govern student behavior while on campus. The school discipline rules that contain values of sexuality education related to "love, sex, and dating" based on the Qur'an that are applied at school are rules about school uniforms that cover the "*aurat*", both male uniforms and female uniforms. The habit of wearing uniform clothes that cover the "*aurat*"

indirectly teaches students to get used to covering their "*aurat*" in everyday life. This rule is enforced as long as the child is registered as a student at SMP IT Madina, both within the school environment and outside the school. Hence, if it is observed that students fail to adhere to the recommended dress code guidelines regarding covering the "*aurat*", appropriate disciplinary measures will be enforced to serve as a deterrent and consequence for the infractions committed. Furthermore, in addition to adhering to the dress code, female students are also prohibited from wearing excessive jewelry at school, with the exception of earrings.

The recommendation to cover the aurat and the prohibition of wearing jewellery are representative of the practice of QS An-Nur verse 31 which reads: *"Say to the believing women that they should keep their eyes, and their private parts, and should not show their adornments (parts of their bodies), except what is (normally) seen. And let them draw their veils over their chests. Nor should they show their adornment except to their husbands, their fathers, their husbands' fathers, their sons, their husbands' sons, their brothers, their brothers' sons, their sisters' sons, (fellow Muslim) women, their slave slaves, (old) male servants who have no desire (for women), or children who do not yet understand the female form. Nor should they move their feet so as to make known the adornment which they conceal. Repent ye all to Allah, O ye who believe, that ye may prosper*" (QS. An-Nur: 31).

Based on the explanation provided above, it is evident that the recommendation to cover the "*aurat*" and the prohibition of wearing jewelry in this school aims to educate students, particularly women, about the importance of not displaying their jewelry to anyone other than their mahram. Additionally, it instills in students the notion of presenting themselves modestly with their jewelry, as it serves as a trigger for arousing sexual desires in individuals of the opposite sex who observe it (Juliadarma, 2021). In fact, schools need to impose strict rules that directly provide severe punitive measures for students who commit acts of adultery, sexual harassment, sexual perversion, and similar offences. The enforcement of these rules of discipline is very effective as a preventive measure in tackling sexual offences in the school environment that are prone to occur (Pasaribu, 2019).

Learning Process

The primary activity of learning in schools centers around the teaching and learning process within the classroom setting. Similarly, the implementation of Qur'an-based sexuality education on "love, sex, and dating" in schools can be highly effective when delivered through the integration of diverse learning programs both inside and outside the classroom. Following the management of students through grouping based on the recommendations outlined in the Quran, specifically *ikhtilath* (grouping students by gender), the learning process ensues. The learning process that can be maximized to be integrated with sexual education is the management of the learning program. The learning program is closely related to curriculum management.

Therefore, it is necessary to adjust the curriculum that can integrate the school curriculum with the guidance of children's sexual education. Among them are incorporating sexual education values into some formal subjects as follows: (a) The subject of *akhlakul karimah*: This curriculum is designed to instruct students on the concepts of "love" and "dating," encompassing material related to the ethics of interacting with *mahrams* and *non-mahrams*, the recommendation of *ta'aruf* (formal introduction) and the prohibition of dating, guidelines on expressing love and affection towards fellow human beings in accordance with Islamic law, as well as deviant sexual behaviors that should be avoided. Additionally, it outlines behaviors that adolescents must adopt to prevent becoming perpetrators or victims of sexual deviations and harassment. (b) The subject of *fiqh*: This curriculum is aimed at providing instruction to students regarding the concept of "sex," covering material related to puberty, the laws governing marriage, and the laws regarding adultery. (c) Sociology subject: This curriculum is designed to educate students on the concept of "*dating*," focusing on how to interact effectively with both the opposite and same sexes, as well as how to discern between good and bad friends to prevent promiscuity. (d) Biology subject: This curriculum aims to educate students on the concept of "sex," providing an introduction to material concerning the names and functions of body organs, such as the vagina, testicles, penis, and breasts, as well as information about reproduction and how to care for these organs.

Sexual education desired by the Qur'an is education that can provide adequate knowledge to

all humans of all levels about matters relating to sex, genitals, sexual relations, and fulfilment of lust (*syahwat*) in accordance with religious demands (Hasan, 2019). Based on this, if sexuality education *"love, sex, and dating"* based on the Qur'an is integrated in formal learning, it is the right step in providing an understanding of sexual issues to students. This is because Koran-based *"love, sex, and dating"* sexuality education integrated with formal subjects can provide teaching, awareness, *and* even illumination about sexual issues that students need to understand. This is done in order to keep students free from un-Islamic habits and close all possibilities towards sexual deviations (Pasaribu, 2019). In addition, sexual learning using a sociological approach can emphasis more material that is factual, while sexual learning with a spiritual approach can emphasis more material that is principle or creed (Qodir, 2023).

Counselling

The implementation of sexual education for students necessitates the active involvement of professionals in the counseling field. Therefore, the school can empower the available guidance and counseling teachers to support and facilitate the implementation of sexual education for students. Moreover, the guidance and counseling teachers will oversee the implementation of sexual education for students to assess the quality of its success. All stakeholders in the school, including the principal, student coordinator, homeroom teacher, subject teacher, and guidance and counseling teacher, as well as parents, are expected to actively contribute to this monitoring activity. This collaborative effort enables the school to evaluate and enhance children's sexual education within the school environment.

Based on the explanation above, guidance and counselling teachers play an important role in analyze the growth and development of students in their sexual world. There are several methods that can be used by guidance and counselling teachers in providing guidance on sexuality education "love, sex, and dating" based on the Qur'an at school, namely through direct methods and indirect methods. The direct method is a method where guidance is carried out through direct communication in the form of personal conversations and group discussions, while the indirect method is guidance carried out through mass media either individually or in groups (Rachmawati, 2021). In addition, guidance and counselling teachers can also provide classical guidance in Qur'an-based "love, sex, and dating" sexuality education or use lecture and discussion methods to help students develop their own thoughts regarding sexual issues. (Fitriana, 2023).

Giving Tausiyah

Delivering sexual education to students can occur not only formally within the classroom or through other forms of learning processes. At times, students require motivation to consistently protect themselves and reminders to avoid situations that could lead them into engaging in sexual deviant behavior. Related to this, Madina IT Junior High School applies the provision of *tausiyah* or short *cultum* to students every Monday and Thursday after the *dzuhur* prayer. Through this activity, educators can establish intimacy with students and provide advice in a more relaxed condition. The material presented is different from classroom learning which *is* more formal and theoretical, because the material given during *tausiyah* is in the form of life stories so that it provides a new attraction for students in understanding the issue of sexuality.

Tausiyah can assist students in enhancing their comprehension of the significance of values such as faith, morality, worship, and societal norms (Maghfiroh & Aisyah, 2023). *Tausiyah* is one form of activity carried out by an educator to be able to sit together with students with the aim of fostering student character through spiritual targets. With this spiritual guidance, students are invited to always do *amar ma'ruf nahi munkar,* namely competing or calling out in the path of goodness and preventing themselves and others from bad deeds or sins, which in this case sexual deviant behavior is included in badness (Ginanjar et al., 2019). Thus, the strategy of providing motivation, advice, and conveying moral messages as a reminder for students to avoid all forms of bad behavior can be done through *tausiyah*. This is because *tausiyah* is able to convey moral messages to the hearts and selves of students.

Supervision Stage

The supervision stage involves efforts to monitor and oversee the progress of the implemented activity program. During this stage of supervision, the student coordinator, who leads the implementation of the Qur'an-based sexuality education on "love, sex, and dating" at SMP IT Madina, will arrange a meeting with all the

teachers involved in the implementation of this program. Through this meeting, a comprehensive evaluation will be carried out regarding the implementation of the program whether it is fully successful in line with the objectives set or still requires improvement in the future. If there are failures or discrepancies in achieving the objectives, various alternative solutions to the problems that occur will be determined. Thus, the supervision stage becomes the final stage in a series of learner management activities in al-qur'an-based "love, sex, and dating" sexuality education at SMP IT Madina.

Based on the explanation above, the supervision stage needs to be carried out so that there is continuity between the stages of learner management in Qur'an-based "love, sex, and dating" sexuality education in schools. The supervision stage can be understood as a stage carried out by a leader to monitor the performance of organization members and control the implementation of activities so that they can run well and continuously (Oktaria et al., 2023). Supervision activities can also be carried out through *monev* (monitoring and evaluation*)* meetings which are scheduled every month or adjusted to the needs of the school (Indriani, 2023). This activity is intended to re-monitor the program that has been implemented whether it is running properly or not, besides that the supervision stage allows leaders to find out the obstacles, shortcomings, or advantages of the activities that have been programmed (Thoha & Jannah, 2018).

CONCLUSIONS

Based on the research outcomes described above, the management of students in Qur'an-based sexuality education on "love, sex, and dating" at educational institutions, specifically at SMP IT Madina, is conducted in four stages: the planning stage, the organization stage, the implementation stage, and the supervision stage. The activity programs implemented include new student admission programs, learning process programs, counseling guidance programs, and *tausiyah* programs. Considering the results of this research, Qur'an-based sexuality education on "love, sex, and dating" is deemed highly essential, particularly in Islamic educational institutions, for shaping the personal and moral character of students with noble virtues. Sexuality education "love, sex, and dating" based on the Qur'an should

be carried out in a sustainable and comprehensive manner so that students get a factual picture and clear reasons why they should avoid sexual deviant behavior. In the future, this research could be expanded by analyzing activities in learner management through an approach that interprets Quranic verses related to sexual education. This approach would provide a more detailed explanation regarding sexuality education in accordance with Islamic law, particularly exploring alternative solutions that students can implement to avoid engaging in activities prohibited in Islam.

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