

ISLAMIC GUIDANCE FOR RAPE VICTIMS IN MENTALLY RETARDED INDIVIDUALS

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Abstract: The act of rape is a form of violence against women, an example of the vulnerability of women's positions to men's sexual interests. Victims are forced to face misery, shame, and even trauma. The act of rape is very worrying because it will affect the psychological development of children. It can even cause lifelong trauma so that it affects their future. In this study, we will discuss how assistance using Islamic guidance is used to overcome trauma for victims of rape or individuals with special needs. The selection of subjects here is based on the consent of the victims, psychologists, and victims. The interviews and observations show that Islamic guidance can be used to deal with trauma to rape victims and requires a short time and intensive counseling process with victims.

Keywords: Islamic Guidance, Rape Victims, Mentally Retarded Individuals

Abstract: Rape is a form of violence against women, an example of the vulnerability of women's position to men's sexual interests. The victims are forced to face misery, shame, and even trauma. The act of rape is very worrying because this will affect the psychological development of children and can even cause lifelong trauma that damages their future. This study will discuss how assistance uses Islamic Guidance to overcome trauma in rape victims of individuals with special needs. The selection of subjects here is with the consent of the victim, psychologist, and victim. The interviews and observations show that Islamic Guidance can be used to overcome trauma in rape victims and requires a short time and an intensive counseling process with victims.

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A. Introduction

Everyone has different experiences or life stories, and everyone also has the right to experience painful and pleasant things. Events and events that are sad, especially those that are sadly experienced, will always have an impact on the person, so the need for guidance and direction is always so that what is experienced is not fatal to the Individual. One of these sad and fatal life experiences is the act of sexual violence and rape.

According to KOMNAS PEREMPUAN data on the 2021 incident of rape against women, there were 597 cases of rape, or 25% of the total cases, marital rape cases with a total of 591 cases. Furthermore, incest cases with a total of 433 cases, as many as 374 cases of sexual harassment. Cases of copulation and cyberspace were recorded as many as 164 cases and 108 cases, respectively. A total of 63 cases were obscenities. There were

also 17 cases of sexual slavery, 14 cases of sexual exploitation, and 2 cases of attempted rape.¹

Painful problems are experienced by a woman with mental or psychiatric problems retardation mental. Mental retardation is a condition with low intelligence or intellectual function. So people with this mental retardation are less able to master the skills according to age. In this case, the counselor is 24 years old. The daily counselor works as a caretaker for her neighbor's baby. The perpetrator was the father of the baby he was caring for, who, at the time of the rape, the perpetrator's wife was not at home. The counselor was traumatized by experiencing the incident. She secluded herself from the environment, did not dare to leave the house, did not dare to meet people, and even feared the perpetrator.

In examining the psychological condition of the counselor, it is necessary to assist the counselor in living his life. Because counselors are individuals categorized as mental retardation, the assistance carried out is more of a guiding nature. For this reason, it is necessary to carry out guidance that refers to the religious aspects of counseling to help counselors treat their future and prevent counselors from carrying out risky behaviors and displacing themselves. Islamic guidance is the activity of counselors providing guidance, lessons, and guidelines to individuals who ask for guidance (counselors) in terms of how counselors should be able to develop the potential of their mind, psychology, and faith and be able to overcome the problems of their lives properly and correctly independently who paradigm to the Qur'an and Al-Sunnah Rasulullah SAW. Hamdani emphasizes more on efforts to help counselors develop their potential (reason - soul - faith) to solve problems based on the instructions of the Qur'an and Hadith.²

B. Theoretical Review

Mental retardation or commonly referred to as Intellectual Disability (DI) or can also be called mental retardation, is a condition where there is a mental disorder in individuals with intelligence levels below the average person's normal ($IQ \leq 70$) and a lack of adaptive skills that occur in children before turning 18 years old.³ Mental retardation causes individuals to have difficulty adjusting to their daily lives, such as difficulty carrying out social interactions and taking care of themselves.⁴

Data on mental retardation in children under the age of 18 years in developed countries is estimated at 0.5 – 2.5%, in developing countries around 4.6%. Mental retardation in developed countries ranges from 3 – 4 new cases per 1000 children in the last 20 years. The incidence rate of mentally retarded children ranges from 19 per 1000 live births. Many studies report a greater incidence of mental retardation in boys than girls.⁵

¹ <https://databoks.katadata.co.id/datapublish/2022/03/09/perkosaan-dominasi-kasus-kekerasan-seksual-terhadap-perempuan-sepanjang-2021#:~:text=Komisi%20Nasional%20Anti%20Kekerasan%20Terhadap,mencapai%202.363%20kasus%20pada%202021>

² Bakran, M., H. "Psychotherapy & Counseling Islamic: Application Method Sufistic.," Yogyakarta: Dawn Book New, 2001, thing. 137.

³ Beautiful Christian and Aprilinda Safitri, "Influence Therapy Play Towards Ability Socialization Child RetardationMental", *Journal Scientific Health Rustida*, Vol. 08, No. 01, 2021, thing. 38.

⁴ Yogiek Senses Kurniawan and Wahyuning Dwiyatmika, "Application Diagnosis Retardation Mental At child", *Proceeding SEMNAS Strengthening Individual of Era Revolution Information*, thing. 336.

⁵ WHO. *Primary prevention of mental neurological and psychosocial disorders*. (Geneva, WHO 1998), thing. 8-53.

Individuals with mental retardation can learn new things in their lives, but the process is slower than normal individuals. It is because individuals with mental retardation experience problems with their intellectual functioning, so they will have difficulty following age-appropriate mental abilities, and they need a longer time to complete the reaction to the new situation.

The ICD-10 Classification of Mental and Behavioral Disorder, WHO, Geneva in 1994 divides mental retardation into four groups:

1. *Mild retardation*, IQ 50 – 60

Mild mental retardation falls into the category of *educable*. Children with mild mental retardation only experience language problems but, for daily speaking purposes, are still able to master. In general, they can still take care of themselves independently, such as eating, washing, wearing clothes, and defecating, although their level of development is slightly slower than the size of other normal children. The difficulties experienced are usually in academic jobs such as reading and writing. The difficulties experienced are usually in academic jobs, such as reading and writing, communication skills, lack of self-esteem, and dependence on the environment.

2. *Moderate retardation* IQ 35 – 49

Mental retardation is currently included in the category of *trainable* mental retardation. This child with moderate mental retardation experiences delays in the development of language comprehension and use. There are delays in self-care skills, so some of them need supervision throughout their lives.

3. *Severe retardation* IQ 20 – 34

This group of severe mental retardation has almost the same conditions as moderate mental retardation in clinical terms, organic causes, and other related traits, usually in motor damage or neurological deficits.

4. *Profound retardation* IQ < 20

Very severe mental retardation is where the child has a limited ability to understand and carry out instructions. In general, this child with very heavy mental retardation can only communicate non-verbally, and his mobility is limited.⁶

Based on the group of mentally retarded children above, the following are the characteristics or characteristics of children who have mental retardation. These include:

1. Lack of general knowledge

Mentally retarded children have a below-average level of intelligence, so it takes longer to digest the information around them than children in general.

2. Poor reading and language

The existence of information center obstacles in the brain and motor nerves makes mentally retarded children have weak development and nerve strength, so they require assistance and rehearsals to teach early on.

3. Lacking or even completely devoid of effective learning strategies and memory strategies. Mentally retarded children need assistance because weak brain nerves, intense direction, and teaching are needed in learning.

⁶ Titi Sunarwati Sularyo and Muzal Ancient, "Retardation Mental", *Journal Sari Pediatricians*, Theft. 2, No. 3, year 2000, thing. 172.

4. Difficulty completing details when the instructions given are incomplete or ambiguous. The weakness of the brain nerves makes them less able to understand long and confusing commands.
5. Difficulty understanding abstract ideas
In receiving information, mentally retarded children have a long time exploring the meaning and intentions explained by the interlocutor.
6. Difficulty generalizing something learned in a situation to a new situation. In communicating, they will find it difficult to translate something, so there is a need for a companion who can explain it to the child.
7. Low motor skill
The nervous system of mentally retarded children is fairly weak, so that in doing things such as holding, talking, and other activities are hampered and disturbed, unlike children of his age.
8. Immature playing behavior and interpersonal skills.⁷
When socializing, children tend to have abnormal behaviors and make friends around them not understand what they are doing and talking about. It sometimes also makes mentally retarded children have immature behaviors in dealing with people around them.

Rape can cause the appearance of post-traumatic stress disorder that affects the victim. According to Sapardi and Sadarjoen (2006), a person who feels it will be overwhelmed with resentment, anger, and hatred aimed at the person who harasses him and spreads to objects and others. In many cases, rape perpetrators often deliberately select underage, helpless, and innocent girls. Howard & Qi Wang (2003) said that the existence of rape in children and adolescents would cause deep traumatic experiences so that sometimes victims consume substances or drugs that are not recommended because of stress which adds to post-traumatic stress disorder in themselves Individual.⁸ Many studies often blame women or victims for making rape happen, even though it needs to be studied more deeply on both the part of the perpetrator and the victim.⁹

The National Commission on Violence Against Women (Komnas Perempuan) noted that in 2015 there were 321,752 cases of violence against women, violence that occurred in the personal sphere from the number of cases of 321,752, then sexual violence ranked second, namely in the form of rape as much as 72% or as many as 2,399 cases of rape, in the form of peer molestation 18% or 601 cases, and sexual harassment was 5% or 166 cases. That's about 881 cases daily. This figure was obtained from religious courts totaling 305,535 cases and partner agencies Komnas Perempuan, amounting to 16,217 cases.¹⁰

The impact of rape is divided into three parts, namely physical impact, psychological impact, and finally social psychological impact.

1. Physical Impact. This impact is an impact that goes more to the physical victim of abuse. There are two types of harassment. Using a smooth or rough method, when using a

⁷ Jeanne Ellis Ormrod. *Educational Psychology – Helping Students Grow and Develop, Sixth edition*. (Jakarta: Erlangga Publishers, 2008), h. 249.

⁸ Sharon Kingston & Citrha Raghavan, "Brief Report: The Relationship of Sexual Abuse, Early Initiation of Substance Use, and Adolescent Trauma to PTSD", *Journal of Traumatic Stress* Vol. 22, No. 01, February 2009, thing. 65.

⁹ Josiah Kurnia Nugroho, "Analysis Discourse News Rape At Letter News Indopos", *Journal Discourse Theft*. XI No. 4, November 2012, thing. 327.

¹⁰ Denny Echo Prasetyo, "Analysis News Yuyun and the Victims Crime Result Drink Hard of Republic Online edition 7 May 2016", *e-Journal Science Communication Theft*. 04, No. 03, year 2026, thing. 3.

rough method, it will cause traces in the physical part. For example, vaginal pain, excessive bleeding, bruising caused by a blow or smash from the perpetrator, nausea, bite marks, or marks from objects used to treat the victim. On the contrary, using subtle means does not leave behind the existing changes or the physical impact on the victim of abuse.

2. **Psychological Impact.** It is a short period until a long period, depending on the level of mental illness suffered or received by the victim. The various psychological impacts felt by the victim are excessive anger towards the perpetrator, often feeling dizzy when remembering the event, feeling worthless anymore, and starting to be somewhat afraid of connecting with men because they have thoughts that no man is willing to accept the victim's condition, and it is very likely to have a great desire to commit suicide. Each victim must feel differently. There are also several influencing factors, namely the relationship with the perpetrator, the treatment during the rape, the treatment after the rape, the experience and knowledge that the victim had, and the reaction from the environment around the victim. There are currently victims severely limiting relationships between men. The victim is also very afraid when meeting a man because the victim, when seeing a man, spontaneously immediately remembers the events at that time. Korban also often broods and jokes, feeling that life is unfair and that no one wants to be with the victim. The victim needs to be guided and directed to restore the psychological as it was originally.
3. **Socio-Psychological Impact.** In the socio-psychological sphere, it is usually based on thoughts and myths regarding rape. One of them is the fear created by the victim. For example, fear about whether society can accept the victim or even think the victim is only considered a burden and whether the victim can relate to men in general or to the point in particular.¹¹ Korban, at this time, also restricts socializing with foreigners. Korban does not want to socialize with men except his family.

Based on Youraian and the description above, the impact of rape has the risk of being traumatized by post-traumatic stress disorder, resulting in the sufferer or victim experiencing the above. For this reason, victims are required to try not to experience prolonged trauma, one of which is by providing psychological assistance. Because the victim is an individual with a mild mental retardation category, the psychological assistance carried out is more about guidance in accordance with their religion, namely with guidance Islam.

Islamic guidance is the activity of counselors providing guidance, lessons, and guidelines to individuals who ask for guidance (counselors) in terms of how counselors must be able to develop the potential of their mind, soul, and faith and be able to face their life problems properly and correctly in accordance with the paradigms of the Qur'an and al-Sunnah. Emphasized efforts to help counselors develop potential (souls) to solve their problems based on the instructions of the Qur'an and Hadith. Referring to the aforementioned limitations, it can be argued that Islamic counseling is not only limited to problem-solving but also directs them to be able to understand themselves as beings who must, be able to relate to problem-solving. Islamic counseling is a process-oriented towards the peace of life of the world and the hereafter through a self-approach to Allah Almighty.

¹¹ Daughter Agustin Nurdiana and Ridwan Arifin, "Follow Punishment Rape: Reality Case and Enforcement Legal Of English", *Journal University Tidar*.

Islamic guidance has a goal to be achieved. The goal is so that the fitrah God has given individuals can develop and function properly. So that it becomes a whole person and gradually can actualize his beliefs in everyday life. Such actualization is shown in the form of obedience to God's laws in carrying out the duties of the caliphate on earth and obedience in worship by obeying all His commandments and staying away from All His prohibitions. In other words, the purpose of Islamic counseling is for faith, Islam, and *Ihsan* individuals who are guided to become a complete person. In the end, it is hoped that they can live happily in the world and the hereafter. So the basic principles of counseling are compiled as follows:¹²

1. Human on the face of this earth is not present suddenly, but because there is a creation. Similarly, life and the universe were not created by themselves. Man in this world does not exist by himself, but there is a creator, Allah Almighty. Therefore, man must accept God's provisions with sincerity.
2. Human is a servant of God who must always worship God throughout his life. Therefore, in guiding individuals, it is necessary to remind them that, for all activities carried out to contain the meaning of worship, they must be carried out in accordance with the way of God and are aimed at seeking the pleasure of God.
3. God created humans with the aim that man should carry out the mandate in his respective areas of expertise in accordance with his provisions (*khalifa fil ard*). Therefore, in guiding individuals, it is necessary to be reminded that there are commandments and prohibitions of Allah that must be obeyed, which in time will be held accountable and will get a reply from Allah Almighty.
4. Human, from birth, is equipped with a fitrah in the form of faith. Faith is essential to human life in the world and in the hereafter. Therefore, counseling activities should focus on helping individuals maintain faith.
5. Faith needs to be built in order to thrive and be strong, that is, by always understanding and obeying God's rules. Therefore, in guiding individuals, they must be able to understand the Qur'an and practice it in everyday life so that there is a strengthening of oneself to strengthen the faith.
6. Islam recognizes that in humans, there are a number of impulses that need to be fulfilled, but their fulfillment is governed according to Allah's instructions. Therefore, in guiding individuals, they must be able to understand the Qur'an and put it into practice in everyday life.
7. In guiding, counselors should be directed so that the counselor is gradually able to guide themselves because the main reference in guiding is religious teachings. So, in guiding individuals must be assisted so that they are gradually able to understand and practice religious teachings correctly.
8. Islam teaches its people to advise each other and help each other in terms of kindness and piety. Therefore, all individual helping activities carried out with reference to God's blessings include worship

Individuals with mental retardation need guidance and proper parenting, which is accompanied by "love" and "understanding", namely:

- a. Loving relationships
- b. Consistent mentoring

¹² Jalaluddin, "*Psychology Religion*" (Jakarta: Hawk Press, 2010).

- c. Providing experiences that take into account individual differences for each child.
- d. Providing opportunities to build cognitive, motor, language, emotional, and social skills.
- e. Proper expectations from adults
- f. A stable and consistent community.

As for the specificity in Islamic guidance and counseling, it is intended to help the guide have *a religious reference* (source of religious handle) in solving problems. Henceforth, guidance to individuals with special needs must have a wider range, which includes the following dimensions: ¹³

1. *The dimension is educational*, namely the improvement of the ability of individuals with special needs to understand their potential, environmental opportunities and demands, and decision-making. This includes the provision of basic religious knowledge whose delivery is based on the peculiarities of each Individual's abilities. The basic religious knowledge in Islam includes the introduction and education of daily prayer, wudu, prayer, and the introduction of Hijaiyah letters.
2. *Developmental dimension*, that is, the optimal development of all aspects of the personality of individuals with special needs through the development of intellectual, emotional, social, and personal readiness or maturity in accordance with the value system adopted, with concrete examples that individuals with special needs can see. Habituation of daily behavior of individuals with special needs leads to behavior that describes conformity with religious norms and community norms, for example, getting used to saying greetings, praying, communicating politely, behaving politely, and worship rituals.
3. *The preventive dimension*, namely the prevention of the emergence of risks (problems) that can inhibit the rate of personality development (developmental discontinuity) of individuals with special needs. Counselors can always provide continuous and planned assistance to the daily lives of individuals with special needs, then communicate to teachers and parents about the progress and setbacks that occur in individuals with special needs.
4. *Ecological dimension*, namely the development of competencies or tasks of optimal individual development through environmental engineering, both physical, social, and psychological, with a focus on efforts to facilitate individual development, intervention in systems or sub-systems, and the achievement of a learning environment conducive to individual development and the harmony of personal and environmental interactions and interrelations towards the optimization of individual functioning. Collaborating with teachers and parents to carry out environmental engineering that allows children with special needs to develop according to their development patterns and concerning the educational and developmental dimensions that have been given.
5. *The futuristic dimension*, namely the development of anticipatory insights, attitudes, and behaviors of children with special needs in decision-making and planning for a more fulfilling life and future career. Based on the assessment that has been carried out, which allows the detection of the potential and abilities of children with special needs that can be developed or utilized, a practical training program is created in the form of special skills for children with special needs that will lead them to empowerment to be able to carry out a job in the future.

¹³ Samsul Munir Amin, *Guidance and Counseling Islamic* (Jakarta: Amzah, 2010), thing. 39.

C. Methods

This study uses a qualitative approach with a type of case study research. In this research approach, researchers do it intensively, in detail, and in-depth to a certain organization, institution, and symptoms. Case study research aims to obtain a complete and in-depth description of an entity. In this study, researchers also used the descriptive case study research method, where this descriptive case study aims to explain and describe a situation without interpreting the findings.

The subjects of the study were mentally retarded individuals who were victims of acts of rape. The victim was 24 years old. The victim worked daily as a caretaker for her neighbor's baby. The perpetrator was the father of the baby he was caring for, who, at the time of the rape, the perpetrator's wife was not at home. The victim was traumatized by experiencing the incident. She secluded herself from the environment, did not dare to leave the house, did not dare to meet people, and was even afraid of the perpetrator.

The collection of research data was carried out by conducting interviews, observations, and documentation. This interview method is used to obtain data from counselors regarding the symptoms of post-traumatic disorders due to rape experienced by counselors. Researchers observe directly or go into the field where the researcher directly sees and knows what activities and social interactions are carried out by the counselor or research object. In the documentation of this study, the researcher will document several activities that the object or counselor performs as evidence for the conduct of research and additional information about the counselor's activities.

D. Results and Discussion

Based on data obtained from interviews, observations, and documentation, researchers determine the problems or obstacles possessed by counselors. The team had a diagnosis that the counselor had a post-traumatic disorder due to her rape. Rape has a deadly effect on its victims because it can cause suicidal thoughts and requires proper psychological treatment.

Furthermore, a guidance program plan is carried out to counselors, referring to the dimensions of guidance, namely the educational dimension and the development dimension, which includes Islamic *aqidah* activities, skills, reading, writing, and numeracy. Through these activities, it is hoped that counselors can gradually forget what has happened and focus on the present. Every meeting we hold is always a good development for the counselor. Both from behaviors that show responsiveness and when doing things, become more organized, learn to read and count on their own at home, and show happy behaviors when the researcher comes. All scheduled activities as a means of utilizing free time that serves to forget the painful past for the counselor. counselee is also lacking in daily activities and reading, writing, and arithmetic, so activities are created that hone daily skills as well as reading, writing, and arithmetic. That way, the counselor is able to face life in the present and the future.

When the counseling mentoring process was carried out, it seemed like having new friends in her life because the counselor had said that she had no friends and had dropped out of elementary school by the time she was in the third grade. It is because he has a very difficult time doing his schoolwork. The impact it causes makes counselors forget how to read, calculate, write well, and read Iqro' of course. Because the researcher designed several guide activities that are in accordance with the dimension of guidance, this initial stage leads to the educational dimension and the development dimension, which begins

with guidance on the educational dimension, namely honing reading, writing, numeracy, and so on.

The following are some of the activities carried out to aid and guide counseling individuals mentally retarded by rape victims by referring to the 2 (two) dimensions of Islamic guidance in Table 1.

Table 1. Guidance Activities

NO.	ACTIVITIES	MENTORING ACHIEVEMENTS
1	Studying and Writing Hijaiyyah	On this day, the counselor can read the letters "Alif" to "Dzal" by themselves then continue the letter after
2	Writing Exercises	Counselee in this activity can only imitate writing the letter that was being given the example of the letter to him
3	Reading Al-Qur'an and Prayer Readings	The counselor is still not fluent in reading, mimicking the researcher's reading examples. The counselor has been fluent in imitating prayer movements and details in imitation.
4	Reading	Counselee has started to be able to read but still spells out little by little, and some letters are mixed up in reading
5	Painting (expressive activity of the counselor's choice, choosing this activity over other activities)	Counselee drew mountain landscapes and colored those scenes and colored snail drawings drawn by researchers
6	Studying and Memorization of Short Letters	Counselee has been fluent in reading hijaiyah letters up to "A'in" and "Ghoin." But there are still some letters that are swapped
7	Reading and Storytelling stories	Read until the end of the book with a program is already 75%. Just a matter of reading it. Counselors often misread the letters "B" and "D."
8	Evaluation 1	Counselee starts by reading, counting, and reading hijaiyah letters but for the hijaiyah letters, it is still not until the last one, which is "Yes." Counselee felt she had a new friend and no longer wanted to remember the painful events he had experienced
9	Studying	The counselor can complete the letter hijaiyah or Iqro' 1 just as later the counselor can istiqomah at home. Counselee feels happy to be able to play and study with her brother. Counselee wanted to sell crispy tofu in front of his house during the month of Ramadan
10	Evaluation 2	Reading, counting, and reviewing

		<p>counselees quite smoothly and feel they can be applied in their daily lives. It's just that on the study until the middle to the letter "Fa."</p>
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The counselee felt very happy because he had a new friend. The counselor also revealed that she tried not to think about events that hurt him. She feels happier to be able to have friends and study together with the team. The counselor wants to be more able to learn how to cook because her brother will open a cooking shop in front of his house during Ramadan. At that time, it was approaching the month of Ramadan, so the counselor and her exit had plans to sell food in front of the house.

Looking at the interview procession with the counselor and through the evaluation process both in terms of learning, skills, and also the mentality of the counselor, it is concluded that the counselor is ready to face his present and future. Furthermore, the process of bathing counselors by replacing subsequent meetings via *mobile phones*. From the previous meeting, it is hoped that the counselor can better adapt to new and future circumstances. The development of Islamic guidance assistance has resulted in counselors who can be more independent and have a more positive view of painful events.

E. Conclusion

Based on the Islamic guidance assistance that has been carried out, it is concluded that the counselor is more aware of himself to continue to hone his skills through reading, writing, counting, and reading Iqro. Counselee has been able to accept the conditions he is experiencing and prepare to face life in the future. He wants to be better than before and wants to try new things by making cakes to sell in front of his house. It shows the counselor is trying to recover from the trauma she experienced due to rape.

The limitation of this study is that Islamic guidance carried out is still on the achievement of 2 (two) dimensions, namely the educational and development dimensions. Also, the level of spirituality in the counselor has not been achieved because the Islamic guidance given to counselors is still limited to the context of cognitive recognition of worship habits in Islam. Meanwhile, the meaning of spirituality in Islamic guidance is still unattainable. For this reason, counselors still need further Islamic guidance to internalize worship habituation in their daily lives. Furthermore, a preventive dimension can be developed, which allows it to be used as a provision for counselors to fortify them from acts of harassment, including acts of sexual violence.

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