



## Improving Students' Awareness in Prevention of Sexual Violence Through Education and Guidance at Yarfin Integrated Islamic School

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Article Info	ABSTRACT
<p><b>Corresponding Author:</b> Julio Prayogo E-mail: <a href="mailto:julioprayogo123@gmail.com">julioprayogo123@gmail.com</a></p>	<p>The high rate of sexual violence against children in Indonesia is a serious concern, especially in the context of legal protection for children in educational environments. The Student Creativity Program aims to increase students' legal awareness in preventing sexual violence through a legal education approach and mentoring at the Yarfin Integrated Islamic Special School. Activities are carried out using legal counseling methods, interactive discussions, case simulations, and basic legal consultations that are adjusted to the age and capacity of students. Educational materials focus on children's rights according to laws and regulations, including the Child Protection Law and the Criminal Code (KUHP) related to sexual violence. Evaluations are carried out through pretests and posttests to measure the increase in students' understanding of legal aspects and preventive measures. The results of the activities show a significant increase in students' legal awareness, ability to identify forms of sexual violence, and courage to report to the authorities. This program is expected to be the first step in instilling legal literacy in children from an early age as a preventive effort against sexual violence in Islamic-based school environments.</p> <p><b>Keywords:</b> Legal Awareness, Sexual Violence, Child Protection, Legal Education</p>

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### INTRODUCTION

Sexual violence against children is a serious violation of human rights and is a form of crime that has long-term impacts on victims, both physically, psychologically, and socially. In Indonesia, cases of sexual violence against children continue to increase every year, including those that occur in educational environments.

This phenomenon shows that children still have a low level of understanding of the forms of sexual violence and the legal rights that are inherent in them. In fact, legal protection for children has been clearly regulated in various laws and regulations, such as Law Number 35 of 2014 concerning Child Protection, as well as provisions in the Criminal Code (KUHP) regarding criminal acts of indecency.

*Improving Students' Awareness in Prevention of Sexual Violence Through Education and Guidance at Yarfin Integrated Islamic School-*  
**Julio Prayogo, et.al**

This fact indicates an urgent need for legal-based educational interventions that can increase students' awareness and understanding, especially in recognizing, preventing, and daring to report acts of sexual violence. Unfortunately, legal education is often not part of the formal curriculum at the elementary and secondary levels, so children do not have sufficient provisions to protect themselves legally.

This Student Creativity Program is here as a form of contribution from students of the Faculty of Law to educate students about children's legal rights and ways to protect themselves from sexual violence through a legal education approach and intensive mentoring. Yarfin Integrated Islamic Special School was chosen as the location for the program because of its characteristics as an educational institution based on Islamic values that upholds the principles of protection and respect for children's dignity. It is hoped that this program can be the first step in forming a culture of legal awareness from an early age, while also supporting preventive efforts against sexual violence in the school environment.

## METHOD

This activity uses a qualitative descriptive approach with a participatory method based on legal education and mentoring. The main focus of this program is to increase students' legal awareness of sexual violence through a series of educational activities specifically designed to suit the age and understanding of students at the Yarfin Integrated Islamic Special School.

The program was implemented at the Yarfin Integrated Islamic Special School, involving junior high school to high school students aged between 12 and 18 years as the subjects of the activity. The selection of this age group was based on the consideration that adolescence is a phase that is very vulnerable to sexual violence, but not all of them have adequate legal understanding to protect themselves effectively.

The implementation of the activity is carried out through three main stages. The first stage is the preparation stage which includes initial observations in the school environment, collecting basic data through distributing questionnaires, and compiling a legal education module that focuses on child protection and preventing sexual violence. This module is compiled by paying attention to simple and easy-to-understand language, and integrating Islamic values that are relevant to the character of the school. The second stage is the implementation stage which includes legal education, focus group discussions, simulations of sexual violence cases, as well as psychological assistance and providing basic legal consultations on a personal basis. Furthermore, the third stage is the evaluation stage which is carried out to measure the effectiveness of the activity through pretests and posttests. In addition, the evaluation is also strengthened by interviews and feedback from participants and teachers.

Data collection techniques were carried out in several ways, including distributing questionnaires before and after activities to measure improvements in student understanding, participatory observation of student involvement during program implementation, semi-structured interviews with students, teachers, and parents as a form of data triangulation, and documentation of activities in the form of photos, videos, and field notes.

The data obtained were analyzed qualitatively with a thematic approach. The results of the pretest and posttest were analyzed descriptively to determine the level of improvement in students' legal understanding, while the results of observations and interviews were used to identify changes in students' attitudes, behaviors, and legal awareness in more depth. To

support understanding of legal terms, this activity also uses tertiary legal materials such as legal dictionaries, the Great Dictionary of the Indonesian Language, and other relevant sources.

This method approach aims to ensure that the results of the program are not only measurable through increased test scores, but are also reflected in the form of changes in attitudes, students' courage in expressing their opinions, and understanding of essential legal values in efforts to protect themselves from sexual violence.

## **RESULTS AND DISCUSSION**

The implementation of the education and legal assistance program to increase students' awareness of preventing sexual violence at the Yarfin Integrated Islamic Special School has shown very positive results. This program specifically targets students with special needs, especially blind students, who have double challenges in protecting themselves from sexual violence. Their limited vision makes them more vulnerable to exploitation, coupled with the lack of educational media that suits their sensory needs.

To answer these challenges, an audio-sensory approach was applied during the activity. Legal materials that are generally delivered through visual media were adapted into narrative and interactive forms, using sound media, legal narratives, verbal simulations, storytelling techniques, and role-plays. Mentoring was carried out personally by a team of facilitators consisting of students from the Faculty of Law, special mentor teachers, and school counselors.

The results of the activity showed a significant increase in the understanding of blind students regarding sexual violence, whether physical, verbal, or psychological. Students began to understand the concept of personal boundaries, were able to distinguish between safe and dangerous touch, and showed the courage to say "no" and report situations that made them feel uncomfortable. The legal explanation was delivered in simple language, not frightening, but still emphasized the principles of child protection as regulated in Law Number 35 of 2014 concerning Child Protection.

In the context of blind students, legal education is not only normative, but must also be applicable. They need to know who can be trusted, how to recognize danger signs through voice or tone of voice, and how to respond to suspicious situations. Therefore, activities are not only focused on increasing legal knowledge, but also on developing practical skills in dealing with potential violence.

The success of this program is demonstrated by the formation of a "safe circle" in the classroom. This circle becomes an inclusive space where students feel safe to speak, ask questions, and express their experiences without fear of being judged. A humanistic and victim-centered approach, as well as being tailored to the needs of disabilities, has proven to be able to create an effective protection ecosystem in the school environment.

In addition to students, the role of teachers and parents is also an important component in the success of the program. Teachers are provided with training to recognize signs of sexual violence that may not be physically visible and how to respond to student reports with empathy and legal rigor. Meanwhile, parents are given guidance on communicating openly with their children, including how to explain the concept of body boundaries and the right to refuse. Education for parents is very important considering that many cases of sexual violence against children with disabilities occur precisely in the closest environment.

Although the results of the program are quite encouraging, challenges remain, such as the limited human resources who are specifically trained in the field of legal education for children with disabilities, as well as the unavailability of a national module that is designed inclusively. This shows that there needs to be further attention from related parties, both the government and educational institutions, to develop an adaptive legal curriculum for children with special needs.

The results of this program confirm that legal awareness can be formed early on, even in students with special needs, as long as the methods used are adaptive, inclusive, and based on empathy and the values of justice. Yarfin Integrated Islamic Special School now has a strong initial foundation in forming a child protection system based on law and inclusion, and has the potential to be an inspiring model for other schools that want to implement a similar approach.

## CONCLUSION

The education and mentoring program implemented at the Yarfin Integrated Islamic Special School has proven effective in increasing students' legal awareness, especially blind students, regarding efforts to prevent sexual violence. Through an inclusive, interactive, and sensory-oriented legal approach, the program has succeeded in increasing students' understanding of self-protection rights, physical interaction boundaries, and reporting procedures when facing unsafe situations. Adaptive delivery of legal material using audio media, verbal simulations, and personal assistance can instill awareness of the importance of maintaining bodily integrity and recognizing potential threats early on. A legal education approach based on empathy and siding with victims is a relevant and effective strategy, especially in the context of students with special needs. In addition to contributing to improving children's legal literacy, the program also emphasizes the importance of collaboration between schools, legal counselors, teachers, and families in creating a safe and supportive learning environment for children with disabilities. Further policy support is needed from the government and educational institutions to develop adaptive legal education curricula and modules, so that protection for children, especially children with disabilities, can be carried out comprehensively and sustainably.

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