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**THE ROLE OF LAW IN PREVENTING SEXUAL VIOLENCE IN THE
SCHOOL ENVIRONMENT**

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Article	Abstract
<p><i>Received: Des 02, 2025; Reviewed: Jan 07, 2026; Accepted: Feb 09, 2026; Published: Feb 26, 2026</i></p>	<p>Sexual violence in schools remains a serious challenge in ensuring the protection of children's rights and creating a safe learning environment. Schools, which should function as spaces for education and character development, are still vulnerable to various forms of sexual violence due to unequal power relations, low legal awareness, and the absence of effective prevention mechanisms. This community service program aims to strengthen legal awareness and preventive capacity related to sexual violence in the school environment, particularly at SMK PGRI Larangan. The methods applied include legal education, counseling, participatory discussions, mentoring, and training for students, teachers, and school staff. The program emphasizes the role of law as a preventive and protective instrument through the dissemination of relevant legal frameworks, such as the Child Protection Law and the Law on Sexual Violence Crimes (UU TPKS). The results of the activity show an increased understanding of legal protection mechanisms, reporting procedures, and the rights of victims of sexual violence. In addition, the program contributes to the development of a participatory social management system that supports the creation of a safe and violence-free school environment. This activity demonstrates that the integration of legal education, institutional policy strengthening, and community participation is essential in preventing sexual violence in schools in a sustainable manner.</p> <p>Keywords: role of law; sexual violence prevention; school environment; child protection.</p>

A. INTRODUCTION

Sexual violence in educational settings constitutes a serious violation of human rights and poses a significant threat to the physical, psychological, and social development of children. Schools are expected to serve as safe spaces where students can learn, grow, and develop their potential without fear or intimidation. However, empirical data and reports from child protection institutions indicate that sexual violence continues to occur within school environments, committed not only by peers but also by individuals in positions of authority. This condition reflects the urgency of strengthening preventive mechanisms, particularly through legal awareness and institutional responsibility.

In Indonesia, the legal framework related to the protection of children from sexual violence has developed significantly, especially with the enactment of Law Number 12 of 2022 on Sexual Violence Crimes (UU TPKS). This law provides a comprehensive definition of sexual violence, emphasizes the protection of victims, and highlights the importance of prevention through education and institutional governance. Nevertheless, the existence of legal regulations alone is insufficient if they are not understood and implemented effectively at the grassroots level, including within schools.

SMK PGRI Larangan, as an educational institution, faces challenges related to limited understanding of the role of law in preventing sexual violence among students, teachers, and the surrounding community. Low legal literacy, the absence of structured reporting mechanisms, and cultural barriers often hinder early detection and prevention efforts. Therefore, this community service activity focuses on strengthening the role of law as a preventive instrument through education, mentoring, and participatory engagement with school stakeholders.

This article aims to present the results of a community service program that emphasizes legal education and institutional strengthening as strategies to prevent sexual violence in the school environment. By integrating legal norms, educational approaches, and community participation, this program seeks to contribute to the creation of a safe, inclusive, and child-friendly educational environment.

B. MATERIALS AND METHODS

This study adopts a community service-based approach using participatory and educational methods. The target community consists of students, teachers, school staff, and representatives of the school management at SMK PGRI Larangan. The methods applied include legal counseling, interactive discussions, mentoring, and training sessions.

The activity was conducted in several stages. First, a preliminary assessment was carried out through observation and discussions with school stakeholders to identify priority problems related to sexual violence prevention. Second, legal education sessions were delivered, focusing on the legal framework governing child protection and sexual violence prevention, including UU TPKS and the Child Protection Law. Third, participatory discussions and brainstorming sessions were conducted to encourage critical reflection and collective problem-solving. Fourth, mentoring and training activities were implemented to strengthen institutional capacity, particularly in developing reporting mechanisms and preventive strategies.

Data were collected qualitatively through observation, participant feedback, and documentation of activities. Ethical considerations were observed by ensuring confidentiality, voluntary participation, and a child-sensitive approach throughout the program.

C. RESULT AND DISCUSSION

The results of the community service program indicate a significant improvement in participants' understanding of the role of law in preventing sexual violence in schools. Students demonstrated increased awareness of their rights and the importance of reporting inappropriate behavior, while teachers and staff gained better comprehension of legal responsibilities and preventive measures.

The discussions revealed that prior to the program, many participants perceived sexual violence as a taboo subject, leading to reluctance in reporting incidents. Through legal education and participatory dialogue, these perceptions began to shift, fostering a more open and supportive school culture. The establishment of proposed reporting mechanisms and the introduction of clear procedures contributed to a sense of security among students.

From a legal perspective, the program illustrates the preventive function of law, not merely as a repressive instrument but as a normative guide that shapes behavior and institutional practices. Consistent with previous studies, legal awareness combined with community participation proves effective in reducing the risk of sexual violence in educational settings.

D. CONCLUSION

The community service program at SMK PGRI Larangan demonstrates that strengthening legal awareness and institutional capacity plays a crucial role in preventing sexual violence in schools. By integrating legal education, participatory methods, and social management strategies, schools can create safer environments for students. Sustainable prevention requires continuous collaboration among schools, families, communities, and legal institutions to ensure the protection of children's rights.

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