

Moving Together to Make Lerep Village in Semarang Regency Safe from Sexual Violence

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Abstract

Sexual violence against children in Central Java shows the highest percentage among other types of violence at 46.6%, while sexual violence against women is



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at 14.7%. This high incidence of violence is an important concern, especially in Semarang Regency, which is ranked third in Central Java. Sexual violence is vulnerable in public places, such as tourist attractions. Although cases of sexual violence that occur in Lerep Tourism Village have not yet surfaced, preventive efforts to prevent sexual violence against women and children need to be intensified. The solution offered through this community service proposal is the implementation of psychoeducation for youth organizations in Lerep Village related to sexual violence. This program is in line with the 8th mission of Lerep Village in efforts to provide services, protection, and social empowerment for vulnerable groups, the poor, the elderly, orphans / orphans, people with disabilities and pregnant women. Therefore, psychoeducation on sexual violence and types of sexual violence, knowledge about healthy relationships and handling sexual violence both legally and psychologically was prepared. This psychoeducation also aims to equip teenagers in Lerep Village who are engaged as agents of change in an effort to prevent sexual violence and handle it if it occurs in the Lerep tourist village.

KEYWORDS *Preventive Program, Sexual Violence, Lerep Village, Semarang Regency*

Introduction

The right to obtain protection for women and children is outlined in the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Regulation Number 2 of 2022.¹ It is further detailed in Article 1, paragraph (2) that the Protection of Women and Children, hereinafter referred to as PPA, is an effort to address the protection and fulfillment of the rights of women and children from all forms of violence, discrimination, special protection, and other issues. Data from the Indonesian Child Protection Agency (LPAI) also shows a

¹ Anak, Peraturan Menteri Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 2 Tahun 2022 tentang Standar Layanan Perlindungan Perempuan Dan Anak.

continuing trend of increasing violence against children from year to year.² Therefore, efforts to prevent violence against women and children are critically needed. This need arises from the continuous increase in cases of violence against women and children, reaching 2,492 cases of violence against women and 4,216 cases of violence against children in Indonesia.³ Violence against women in Central Java has reached 179 cases, with the highest number of cases occurring in Semarang Regency. Additionally, Semarang Regency ranks third in Central Java for violence against children,⁴ as shown on Figure 1 and Figure 2.

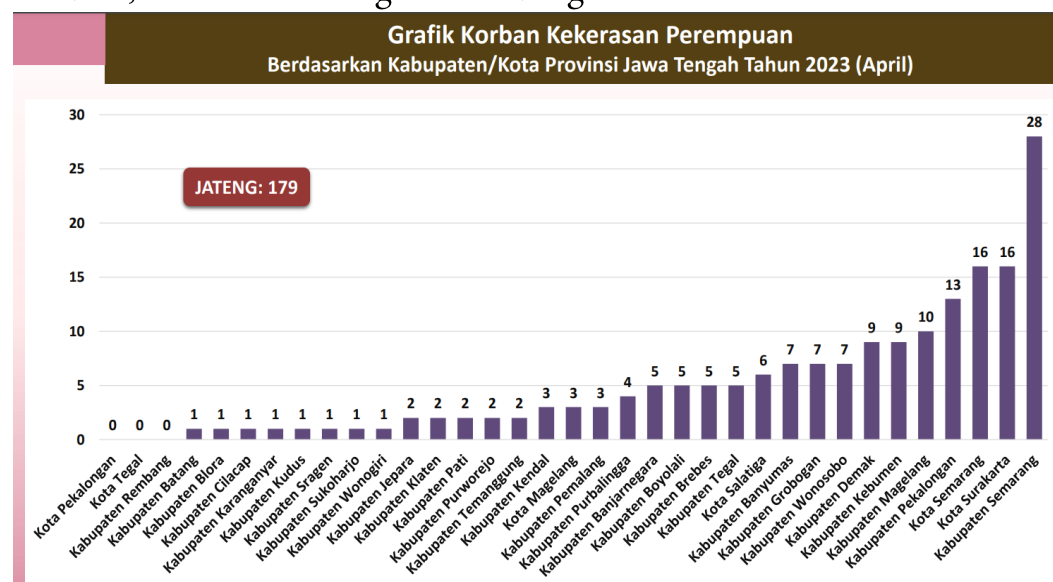


FIGURE 1. Data of Violence Against Women

² Permana and Putri, "LPAI: Satu Tahun Terakhir Tren Kasus Kekerasan Pada Anak Di Jateng Naik."

³ Dinas Pemberdayaan Perempuan, "Data Kekerasan Perempuan Dan Anak Provinsi Jawa Tengah"; Sari, "KemenPPPA RI Sebut Kasus Kekerasan Seksual Dan KDRT Pada Perempuan Pada 2023 Sentuh Angka Ribuan."

⁴ Dinas Pemberdayaan Perempuan, "Data Kekerasan Perempuan Dan Anak Provinsi Jawa Tengah."

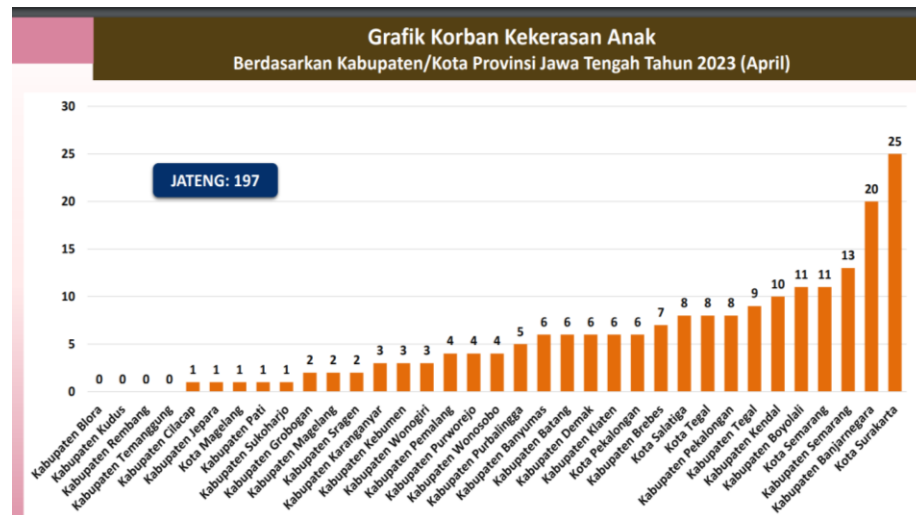


FIGURE 2. Violence Against Children

Source: *Department of Women's Empowerment, Child Protection, Population Control, and Family Planning of Central Java Province.*

In cases of violence against women, the most common occurrences, both in households and communities, include physical abuse, psychological abuse, exploitation, and sexual violence such as rape.⁵ Meanwhile, common forms of violence against children include physical and psychological abuse, neglect, exploitation, discrimination, and other inhumane acts such as sexual violence against children.⁶ Data on sexual violence against children in Central Java indicates that it has the highest percentage among other types of violence experienced by children, at 46.6%. For women, the percentage of sexual violence stands at 14.7%. The high incidence of this violence is a significant concern, particularly in Semarang District, which ranks third in Central Java.

A case that transpired on September 15, 2020, was one of the impetuses for this research. Kusnun, a 40-year-old woman, was apprehended by members of the Satreskrim unit of the Semarang Police in her residence in Lerep village, after she was unable to resolve the issues

⁵ Anwar, "Apa Dampak Kekerasan Terhadap Perempuan Dan Faktor Penyebabnya?"; Indonesia, "Pencegahan Kekerasan, Penelantaran, Dan Eksploitasi Terhadap Anak."

⁶ Al haq, Raharjo, and Wibowo, "Kekerasan Seksual Pada Anak Di Indonesia"; Indonesia, "Pencegahan Kekerasan, Penelantaran, Dan Eksploitasi Terhadap Anak."

faced by her adolescent son. Police attempted to enter the victim's residence after she attempted to escape through a window, while sniffer canines searched for her. The situation was dramatic. The situation was resolved after the victim's spouse apologized to the concerned party. The victim was in a state of severe distress, with copious bleeding as a result of the five instances of molestation. It is crucial to emphasize that the acquisition of a residence with a minimum monthly installment of Rp1,000 is illegal. Police have confiscated a variety of items, such as personal possessions and weapons, for further investigation. Additionally, they are conducting an assessment of the potential for further incidents in this instance.⁷

Given the high rates of sexual violence against women and children in Central Java, especially in Semarang District, it is crucial to implement mitigation efforts to prevent the rising numbers of sexual violence cases through community service initiatives. Sexual violence is likely to occur in public places.⁸ For example, in tourist areas. One such tourist area in Semarang District is located in Lerep Village. Lerep Village is a tourist village situated in the Ungaran Barat District. While there are various benefits that can be derived from being a tourist village, Lerep Village requires special attention and vigilance. This vigilance is necessary considering survey results indicating that public spaces are the most vulnerable to incidents of sexual violence, as shown on Figure 3.

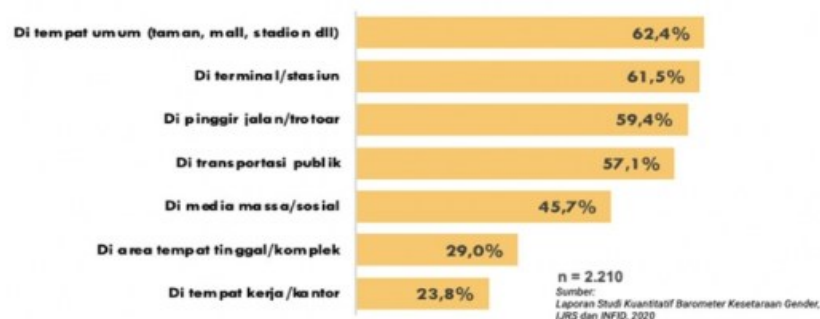


FIGURE 3. Sexual Violence Location

Source: *Quantitative Study Report on Gender Equality Barometer, IJRS and INFID, 2020*

⁷ Lulu, "Pria Kelainan Seks, Cabuli Anak Lali-Laki Hingga Pendarahan."

⁸ Aprilia et al., "Kebijakan Terhadap Pencegahan Dan Penanganan Kejahatan Pelecehan Seksual Kota Tanjungpinang Tahun 2023."

Based on the graph above, it can be seen that 62.4% of the most vulnerable locations for sexual violence occur in public places, including tourist areas.⁹ This poses a risk of sexual violence against both women and children. Although cases of sexual violence in Lerep Village have not yet emerged prominently, preventive efforts to avert such violence against women and children must be intensified continuously.¹⁰ This aligns with the eighth mission of Lerep Village, which focuses on providing services, protection, and social empowerment for vulnerable groups, including the poor, the elderly, orphans, people with disabilities, and pregnant women. Therefore, the community service team from UNNES and the village government will conduct education related to handling sexual violence, both legally and psychologically.

A survey by UNFPA indicates that 91.6% of people have experienced, witnessed, or heard at least one type of sexual violence case, such as sexual remarks, lewd stares, jokes, and inappropriate calls.¹¹ In line with the survey results, Law of the Republic of Indonesia Number 12 of 2022, Chapter VII Article 79 paragraph (4) regulates prevention efforts to reduce the high incidence of sexual violence, which states: “*Pencegahan Tindak Pidana Kekerasan Seksual dilakukan pada: a. panti social; b. satuan Pendidikan; dan c. tempat lain yang berpotensi terjadi Tindak Pidana Kekerasan Seksual*”.¹²

As a tourist village that is vulnerable to visits from outsiders, Lerep Village has a significant potential for sexual violence. To minimize the occurrence of sexual violence in Lerep Village, it is essential to enhance understanding and provide training related to the prevention and handling of sexual violence for the local community.

Partners have also indicated that Lerep Village has not participated in seminars, workshops, or educational activities related to the prevention

⁹ Society, *Survei Kekerasan Seksual Dan Perkawinan Anak*.

¹⁰ Muzaki et al., “Memahami Upaya Preventif Pencegahan Tindakan Kekerasan Seksual Melalui Penyuluhan Kepada Siswa.”

¹¹ Madrim, “Survei Anak Muda: 91,6 Persen Pernah Alami, Lihat, Atau Dengar Kekerasan Seksual.”

¹² Undang-Undang Nomor 12 Tahun 2022 tentang Tindak Pidana Kekerasan Seksual.

of sexual violence against women and children. Dissemination to the community, especially to youth as agents of change, has not been carried out due to the need for guidance from qualified parties.

Based on the situational analysis at the partner location, it can be concluded that knowledge about sexual violence against women and children is crucial for the community in Lerep Village, particularly for the PKK mothers and especially for the Karang Taruna youth as agents of change. As agents of change, the youth in Karang Taruna in Lerep Village need to be empowered with knowledge and enhanced understanding regarding the prevention and handling of sexual violence against women and children. This will help prevent the increase in sexual violence incidents. Considering the points above, the proposing team offers to implement education related to sexual violence, the types of sexual violence, knowledge about healthy relationships, and the handling of sexual violence both legally and psychologically.

In this project, education will be provided to share understanding and skills for the prevention of sexual violence from both legal and psychological perspectives to the youth of Karang Taruna in Lerep Village. These skills are intended to reduce the high incidence of sexual violence in Semarang Regency, as well as to serve as a preventive measure against sexual violence in the tourist village of Lerep.

***Bergerak Bersama* Program for Preventing Sexual Violence**

A. Project Implementation

1. Service Permission

The licensing that has been carried out by the service team is as follows:

1. On March 28, 2024, conduct an assessment and identification in Lerep village related to sexual violence, so that the service to be carried out can be right on target.
2. April 16, 2024, arranged licensing with the Head of Lerep Village,

Mr. Sumaryadi, S.T at the Lerep Village Hall Office, West Semarang.

3. On April 18, the service team coordinated with the Secretary of Lerep Village, Mrs. Sri Lestari regarding the time allocation for the implementation of the service which will be carried out on May 04, 2023.

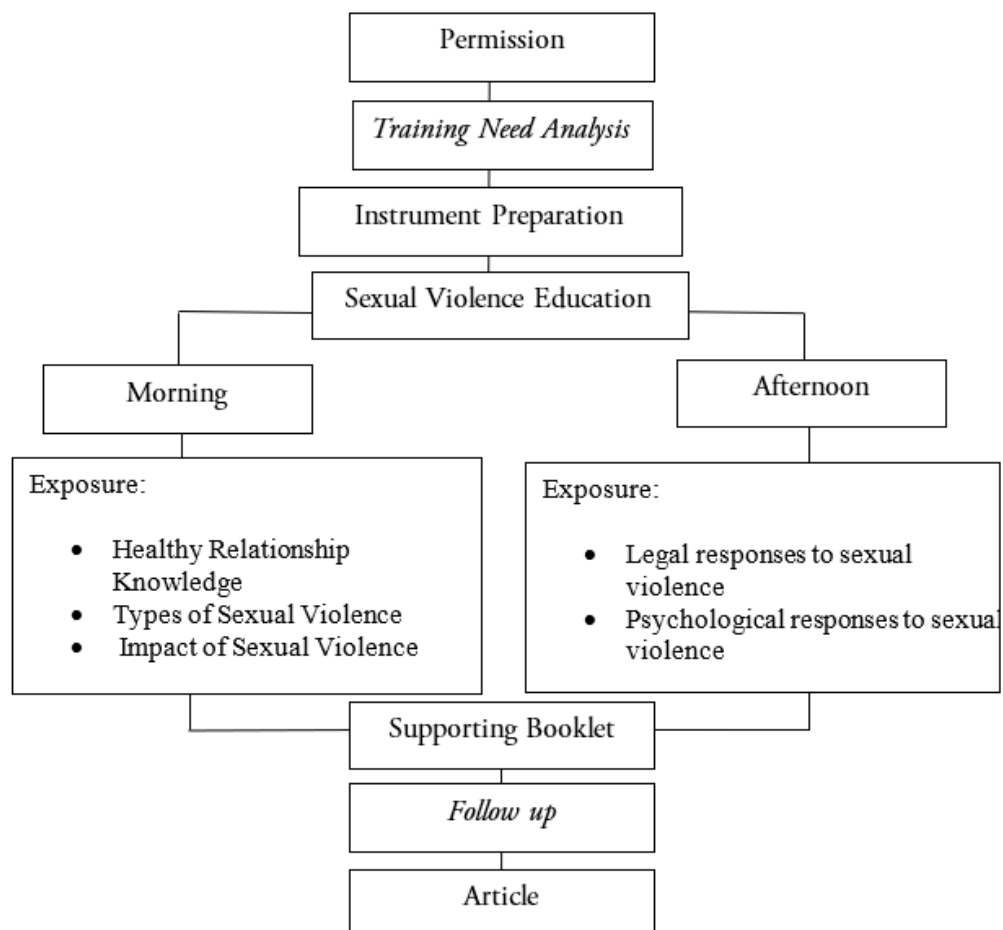


FIGURE 4. Step for Project Implementation

2. *Service Team Coordination Meeting*

Before going to the field to carry out service activities, all members of the service team first held a coordination meeting for preparation. The coordination meeting that has been held:

1. March 28, 2024, the meeting discussed the mechanism for implementing the service and compiling the material to be delivered

during the service.

2. March 30, 2024, meeting to compile materials and draft modules.
3. April 15, 2024, meeting to finalize the module that will be printed.
4. April 17, 2024, coordination meeting related to the draft layout and design of the module to be printed.
5. April 25, 2024, coordination meeting for IPR management and module printing
6. May 01, 2024, prepare related materials, tools, and materials that will be used, and print booklets containing service materials.
7. May 02, 2024, Meeting to discuss the jobdesk of each service member, service output, along with the final report.
8. May 03, 2024, Stabilization as well as final preparation before the day of the activity, starting from the service material, equipment and equipment, as well as the division of duties of team members.
9. May 04, 2024, Implementation of service activities.

3. Activity Implementation Session

1) Opening Session

The opening session will be led by an MC, followed by an introduction of the community service team members by the Team Leader, Dr. Rofi Wahanisa, S.H., M.H. This community service will take place on May 4, 2024, at 09:00 WIB. Additionally, this session will be used to introduce participants to the overall framework of the community service activities planned.

The purpose of this opening session is to foster closeness and familiarity between the community service team and the participants.

In general, the procedure for conducting this opening session includes starting with greetings and an introduction to the participants by the speaker, followed by a detailed presentation of the community service activities.

2) *Pre-test Session*

The "Pre-test" session will be conducted after the series of opening sessions, speeches, and a group photo with the community service team and participants. This session will take place from 09:40 to 10:00 WIB.

During this session, participants will be given a set of 20 multiple-choice questions related to sexual violence. The purpose of this session is to assess the participants' knowledge and understanding of sexual violence.

3) “Ice Breaking” Session

The "Ice Breaking" session will be conducted to help participants regain their focus after completing the pre-test. This session is scheduled from 10:00 to 10:15 WIB and will be facilitated by the community service team member Dyah Ayu Rahmawati, S.Psi., M.A. The ice-breaking activity will involve a game called "Captain Says." Participants will be instructed to follow commands from the facilitator only when the keyword "Captain says" is used. Those who perform actions outside of these instructions will be asked to take over as facilitators for the game. The aim is to help participants refocus and prepare for the material to be presented in the next session.

4) Healthy Relationship Knowledge Session

The session “Healthy Relationship Knowledge” was delivered by Pradipta Christy Pratiwi, S.Psi, M.Psi. The speaker explained simply related to healthy relationships starting from the definition, characteristics of healthy relationships, and efforts to form healthy relationships. This material is important for participants to understand healthy relationships. The delivery of this material was carried out using lecture and discussion methods to deepen the participants' understanding. The procedure for implementing “Knowledge of Healthy Relationships” includes the speaker opening the material session by introducing and conveying simply related to healthy relationships, explaining the purpose and objectives of the material to be delivered, presenting the material using PPT (powerpoint), and conducting discussions with participants related to the material. As for the content of the material presented by the speaker is as follows

4.1 Definition of a Healthy Relationship

Healthy relationships are formed from good interpersonal connections, which can be categorized into three types. First, communal relationships emphasize unity without differentiation, such as friendships. Second, collegial relationships focus on equality, often characterized by fair exchanges, like the relationship between

employees and their supervisors. Third, hierarchical relationships emphasize authority and power of one individual over another, such as the relationship between parents and children. Communal relationships are manifested through various types of interpersonal connections, including friendships, parent-child relationships, and romantic partnerships.¹³

From a psychological perspective, good relationships are built on the foundation of sincerity. Individuals have complete free will to choose their partners without constraints. Similarly, when forming a relationship, individuals have the freedom to help, trust, respect, or keep their partner's secrets. The most prominent psychological aspects in the context of relationships are identified as compatibility, togetherness, and the presence of support.¹⁴

4.2 Characteristics of a Healthy Relationship

According to Murray (2021) there are several characteristics in healthy and unhealthy relationships.¹⁵ A comparison between the two can be seen in Table. 1 below:

TABLE 1. Unhealthy vs. healthy relationships

| Characteristics of an Unhealthy Relationship | Characteristics of Healthy Relationships |
|--|---|
| Relationship breakdown between family members | A sense of connectedness in the relationship and social support |
| Limited effective communication between parents and children | Strong communication skills |
| Inability to manage stress in relationships and families | Respect |
| Difficulty balancing the demands of work and family life | Appreciation of differences |

¹³ Faturochman and Nurjaman, *Psikologi Relasi Sosial*.

¹⁴ Faturochman and Nurjaman.

¹⁵ Murray, Ross, and Cannon, "The Happy, Healthy, Safe Relationships Continuum: Conceptualizing a Spectrum of Relationship Quality to Guide Community-Based Healthy Relationship Promotion Programming."

| Characteristics of an Unhealthy Relationship | Characteristics of Healthy Relationships |
|--|---|
| Isolation or lack of social support | Focus on the strengths of the partner or other family members |

According to one study, the Happy, Healthy, and Safe Relationship (HHSR) continuum is best represented visually as a pyramid with a double-sided arrow on one of its sides¹⁹. The pyramid format suggests that relationships must be secure before they can be healthy, and relationships must be healthy and secure before they can be happy. The double-sided arrows reflect the continuous nature of the framework, so that although safe, happy, and healthy are described as categories, there are varying levels of relational quality even within each category.

To further describe the HHSR Continuum, the framework definition of each term is explained below:



FIGURE 5. The Happy, Healthy and Secure Relationship (HHSR) Continuum

Based on the above pyramid, it can be seen that a healthy relationship is a safe relationship free from any form of abuse, neglect, and any other threat to the safety, well-being, and physical or emotional development of one or more people. While each individual's definition of a healthy

relationship may vary, the core of a healthy relationship is built on respect, trust, safety, acceptance, freedom of choice, positive communication and conflict management, and happiness. Perfection is not a requirement for a healthy relationship. Even healthy relationships face challenges and conflicts. In a healthy relationship, these challenges become opportunities for growth and learning. In addition to being safe and healthy, happy relationships are also filled with joy. Happy relationships provide people with a constructive source of care and support for each other. People in happy relationships tend to value time together more, make each other a priority, and have a deep understanding of each other.

4.3 Efforts to Build Healthy Relationships

In an effort to build healthy relationships, there are three components that need to be involved, namely:

a) Interventions to create healthy relationships

This intervention aims to build a community that is aware of the importance of healthy relationships. This means that building healthy relationships requires integration within the community, which is ready to serve individuals and families within the local community.

b) Healthy relationship initiative outreach

Involves using best practices in outreach to disseminate information on the importance of healthy relationships, tips for building healthy relationships, and resources for seeking help when experiencing violence in an unhealthy relationship.

c) Healthy Relationships Initiative

Implement educational programs on strengthening relationship literacy. This includes online or in-person educational programs on relationships (for example, discussions on how to increase quality time in relationships), and programs aimed at more specific populations including single parents, engaged couples, and adolescents.

5) Session on Definition and Types of Sexual Violence

The session “Understanding and Types of Sexual Violence” was delivered by Pradipta Christy Pratiwi, S.Psi, M.Psi. The purpose of this session was to build participants' understanding and knowledge

related to the understanding and types of sexual violence that often occur.

The procedure for implementing “Understanding and Types of Sexual Violence” includes the speaker opening the material session by introducing and delivering simple material related to understanding and types of sexual violence using PPT (power point), and conducting discussions with participants related to the material. As for the content of the material presented by the speaker is as follows:

5.1 Definition of Sexual Violence

Sexual violence is a form of assault and threat to women's bodies, sexuality, and rights and is generally related to unequal power relations between men and women¹⁶. Sexual violence can also be defined as an act or behavior committed against a person without their consent, based on gender and sexuality. Sexual violence can manifest in various forms and through various mediums.

5.2 Types of Sexual Violence

According to Article 4 of the Law on Sexual Violence, the types of sexual violence include non-physical sexual abuse; physical sexual abuse; forced contraception; forced sterilization; forced marriage; sexual harassment; sexual exploitation; sexual slavery; and electronic-based sexual violence¹⁷. More simply, the division of types of sexual violence based on its category is divided into physical, non-physical, verbal, and through information technology sexual violence.

1. Physical Sexual Violence

- a. Rape: Having sexual intercourse with someone without their consent.
- b. Sexual Harassment: Unwanted touching or physical contact (without consent), such as kissing, groping, or grabbing, especially if the unwanted touching includes the sensitive areas of a man's breasts or genitals.
- c. Sexual Assault: A physical attack that has a sexual motive, including attempted rape.

¹⁶ Kreft, “Responding to Sexual Violence: Women’s Mobilization in War.”

¹⁷ Darma, Triwulandari, and Bunga, “Victim Blaming: Labeling for Women Victims of Sexual Violence in Human Rights Perspective.”

- 6) Non-physical Sexual Violence
 - a. Sexual Intimidation: Threatening the victim for the purpose of sexual favors without physical contact.
 - d. Sexual Exploitation: Utilizing someone for sexual purposes without their consent, such as forced prostitution.
 - e. Trafficking: The trafficking of people, especially women and children for sexual exploitation.
- 7) Verbal Sexual Violence
 - a. Sexual Comments: Speech or comments with sexual connotations that are unwanted and uncomfortable.
 - b. Sexual Teasing: Teasing or seducing someone with sexually charged words (*Catcalling*). *Catcalling* usually takes the form of inappropriate remarks or gestures, such as whistling or flirting.
 - c. Sexual Threats: Threatening to commit sexual violence or spreading sexual rumors about someone.
 - f. Sexual Jokes: An everyday sexual harassment that can occur in the immediate environment is sexual jokes. These jokes can be categorized as sexual harassment if they are out of place and make the other person or the object of the joke feel unsafe, uncomfortable, offended, and afraid.
- 8) Sexual Violence Through Information Technology
 - a. Cyberstalking: Following, stalking, or harassing someone online.
 - b. Non-Consensual Sexting: The distribution or publishing of sexual material (photos, videos, or messages) of a person without their consent.
 - c. Non-Consensual Pornography: Creating or distributing pornographic content of a person without consent. For example, a person sends sexual and indecent images or photos to others.
 - d. Identity Forgery for Sexual Purposes: Using another person's identity to engage in sexual activity online.
 - g. Online Grooming: Manipulation of a person, especially a child, through the internet for sexual purposes.

6) Sexual Violence Impact Session

The “Impact of Sexual Violence” session was presented by Rahmawati Prihastuty, S.Psi., M.Si. as a continuation of the previous session. This session started at 11:00 WIB - 11:15 WIB on Saturday, May 04, 2024. Here the speaker explains the impact and dangers of sexual violence. Then continued with a discussion with the participants regarding the material. The content of the material presented is as follows:

6.1 Impact of Sexual Violence

According to society, sexual violence has various impacts on victims. The data shows that 94.5% of the general impact of sexual violence is trauma, fear, and shame.¹⁸ Meanwhile, according to Budiarti (2022) there are several impacts that can be experienced by victims of sexual violence, including:¹⁹

1. Psychological Impact

These psychological impacts can include depression, anxiety, PTSD (Post-Traumatic Stress Disorder), poor mental health, suicidal thoughts, trauma, and acute fear.

2. Physical Impact

The physical impacts that can be felt by victims of sexual violence include permanent physical injuries, hampered mobility to the need for 24/7 assistance.

3. Psychological Health Impact

Eating disorders, difficulty sleeping, sexually transmitted infections, unwanted pregnancy, and substance abuse as a form of coping mechanism.

4. Economic Impact

The economic impact experienced starts from the loss of property. Another impact is from psychological impacts such as PTSD which can cause decreased work ability and lower income, loss of work and productivity. High costs and long periods of time for

¹⁸ Wicaksana et al., *Laporan Studi Kualitatif Barometer Kesetaraan Gender: Persepsi Dan Dukungan Pemangku Kepentingan Terhadap RUU Penghapusan Kekerasan Seksual Dan UU Nomor 16 Tahun 2019 Tentang Perubahan Atas UU Perkawinan*.

¹⁹ Budiarti, Arianto, and Maharani, *Data Dan Fakta Kekerasan Seksual Di Indonesia 2021*.

post-sexual violence care such as doctor visits, medication costs, and periodic recovery counseling.

7) Efforts to Handle Sexual Violence Legally

This session was hosted by Dr. Rofi Wahanisa, S.H., M.H by presenting material about handling sexual violence from a legal perspective. This session began before the Ishoma activity at 11:15 WIB - 11:45 WIB.

The procedure for implementing “Efforts to Prevent and Handle Sexual Violence Legally” includes the speaker opening the material session, explaining the purpose and objectives of the material to be delivered, presenting the material using PPT (powerpoint), and conducting discussions with participants related to the material. As for the content of the material presented by the speaker is as follows

Legal handling of sexual violence involves several important steps that must be followed to ensure justice for victims and appropriate punishment for perpetrators. The following are efforts to handle sexual violence for victims of sexual violence

The order of the criminal law process that must be taken by the victim, namely

1) Reporting or complaining to the police

At this stage, the victim is advised to report to the police at the police station level that has a Women and Children's Service Unit. At the reporting stage, strengthening and support from family or other close people is needed. In addition, letters from the police such as recommendations for visum et repertum and visum et psychiatricum can be used to strengthen the legal process.

2) Police investigation

The investigation stage is a series of actions in terms of and according to the methods that have been regulated and contained in the law to seek and collect evidence to find the suspect (Article 1-2 of the Criminal Procedure Code). In the investigation stage, victims need strengthening with the support of witnesses. Assistance by legal counsel (lawyer) to psychological counsel (psychologist) is also needed in every victim undergoing a series of examinations.

3) Prosecution by the prosecutor's office

In the prosecution stage, what needs to be done by the victim is assistance from a legal counsel in order to coordinate with the prosecutor so that the prosecutor can understand the violence experienced by the victim and have a perspective from the victim's side.

4) Trial

The trial stage is part of trying the perpetrator so that the victim gets justice. Trial itself is a series of actions by the judge to receive, examine, and decide criminal cases. At this stage, there are at least ten trials that will be passed by the victim and the perpetrator, including the reading of the charges by the public prosecutor, the defendant's exception or objection, the public prosecutor's response to the defendant's exception, the interlocutory decision of the panel of judges deciding whether the defendant's exception is accepted or rejected, the evidence submitted by the public prosecutor in the form of witness examination, expert testimony or case support, other evidence submitted by the defendant, examination of the defendant, reading the prosecutor's charges, defense of the defendant, and reading the decision of the panel of judges.

- a. Some general things that need to be prepared in the trial stages:
- b. Strengthening and support from family, friends, or other close people is needed by victims during the trial process.
- c. Legal counsel can explain each stage of the trial process, so that the victim is ready and calm in facing it.
- d. Recalling what has been explained by the victim or other witnesses in the Police BAP, and explaining it again in the trial process in accordance with the questions that will be asked by the judge, prosecutor or defendant's legal counsel. The trial process may be difficult for the victim, because the victim will meet the perpetrator (read: defendant) in court. If the victim feels unwilling and unprepared due to the psychological trauma experienced by the victim, then the victim and/or the legal representative (Lawyer) through the Public Prosecutor can ask the judge to

- e. Conduct monitoring of each process in the trial at the Court
 - f. Request support from institutions that are concerned with cases of violence
 - g. against women (sexual violence)
- 8) Execution of Court Judgment

Court decisions can be in the form of conviction or acquittal or release from all legal charges. Execution is the implementation of court decisions that already have permanent legal force. The execution will be carried out by the Public Prosecutor. If all parties (Defendant and Public Prosecutor) accept the Court's decision, then the decision becomes legally binding, and execution can be carried out. This means that the perpetrator (defendant) will receive the punishment as the court's decision. However, if there are parties who do not accept the court's decision, then the decision cannot be said to be legally binding so that execution cannot be carried out. The process will continue to the level of appeal until cassation. The important thing to do is for the victim and/or the advocate to monitor the ongoing legal efforts. By law, there is also community participation in efforts to prevent, assist, restore, and monitor criminal acts of sexual violence which are regulated in Law no.12 of 2022.

B. Family Participation in the Prevention of Criminal Acts of Sexual Violence

Family Participation in the Prevention of Criminal Acts of Sexual Violence is realized by:

- 1) Strengthen education in the family, both moral, ethical, religious, and cultural aspects
- 2) Build quality communication between family members
- 3) Building emotional bonds between Family members
- 4) Strengthen the role of father, mother, and all Family members so as

to build a protective character

- 5) Protect and prevent Family members from the influence of pornography and access to information containing pornographic elements 5.
- 6) Protect Family members from the negative influence of the environment and promiscuity.

Community participation efforts to prevent sexual violence can be realized by:

1. Cultivate literacy about Sexual Violence Crimes to all age groups in the community to prevent Sexual Violence Crimes and not become victims or perpetrators;
2. Socialize the laws and regulations governing the crime of sexual violence; and
3. Creating environmental conditions that can prevent the occurrence of crimes of sexual violence.

In an effort to recover victims of sexual violence, the following efforts can be made:

1. Provide information on incidents of sexual violence to law enforcement officials, government agencies, and non-government agencies;
2. Monitor the implementation of Prevention and Recovery of victims;
4. Provide support for the implementation of victim recovery;
5. Providing emergency assistance to victims;
6. Assist in applying for protection and establishment
7. Take an active role in the organization of Victim Recovery, and so on.

Furthermore, in Lerep Village, from Syarif Anwar's research, which bore the same name, disclosed that a case of sexual violence transpired in Lerep Village. The victim was subjected to physical sexual harassment, which allowed the perpetrator to rape her if the victim failed to resist. The victim was a student and private employee.²⁰

Through the Semarang Regency Social Service, efforts are made to provide assistance to victims who experience sexual crimes, especially

²⁰ Anwar, "Forgiveness Pada Korban Pelecehan Seksual: Studi Fenomenologi Di Desa Lerep Kecamatan Ungarat Barat Kabupaten Semarang," 40–44.

sexual violence, especially to people who are financially disadvantaged.²¹ In addition, at the village level, to demonstrate the village government's commitment to utilizing this institution as a means of resolving legal disputes while preserving positive relationships between the parties and to enhance the village government's proficiency in resolving legal disputes through mediation.

The Village *Shuro* Council and the Village Mediation Institute are comparable in that they both utilize mediation as a method of dispute resolution. The importance of non-litigation settlement of legal issues is underscored by the fact that the majority of the legal issues that villagers encounter were not far from land disputes, inheritance disputes, and disputes between residents that are solely the result of trivial matters. The resolution of these legal issues typically involves individuals with close kinship ties. Consequently, the family relationship between the two parties will be irreparably damaged if the matter is resolved through litigation. Consequently, mediation will be the appropriate course of action for resolving minor issues that arise in the village.

CHAPTER III of the Draft Village Regulation on the Village *Shuro* Council provides an explanation of membership, which is comprised of community and religious leaders. The Head of Lerep Village, with the consent of the BPD, elects the members of the Village *Shuro* Council for a five-year term. The Village *Shuro* Council is divided into two levels: the village level, which is headed by the village head, and the hamlet level, which is led by the hamlet head. The division of these two levels is anticipated to facilitate the resolution of villagers' issues, as the parties involved will have the option to resolve their issues at the village or hamlet level. The reason for this is that the village chief is concerned that the villagers generally prefer to resolve their issues at the dusun level, as they are embarrassed that their issues will be heard by other villagers. Nevertheless, the Village *Shuro* Council in this location is steadfast in its commitment to resolving issues and preserving positive relationships between the parties involved in the legal matters that are currently being resolved. Minor criminal offenses and civil matters are among the issues

²¹ Yuliawan and Irawati, "Efektifitas Bantuan Hukum Bagi Masyarakat Miskin Di Kabupaten Semarang."

that the Village Shuro Council can resolve. The local district court has the authority to adjudicate both criminal and civil matters, which is why only minor criminal offenses and specific civil matters are pursued. The institution has the capacity to address a variety of criminal matters, such as defamation, domestic violence, petty theft, indecent acts, infidelity, fighting, drunken gambling, and light maltreatment. Land disputes, debt and credit cases, and inheritance cases comprise civil matters.

The Village Shuro Council can initiate the process of problem solving in Lerep Village, West Ungaran Subdistrict by conducting a problem report from the relevant party or community regarding the occurrence. According to the report, the Village Shuro Council will ascertain whether the issue can be resolved by the council. If it can, the council will convene a deliberation to present the parties. This deliberation is analogous to mediation, in which the chairman or members of the Village Shuro Council serve as impartial mediators. The deliberation will culminate in a settlement agreement that will be presented to the parties in the form of specific recommendations. The Village Shuro Council grants freedom as long as the matter is resolved through litigation if the deliberation fails to yield a positive outcome or if one of the parties is in disagreement. Once more, a certificate or peace agreement letter will be drafted and signed by all parties involved if they have identified a positive outcome and have reached an agreement. All parties are required to comply with and execute the peaceful agreements outlined in this letter.

The Draft Village Regulation on the Village Shuro Council was developed through a series of stages, including the revision and refinement of the draft Perdes following coordination and discussion with the Government, the community, and the Lerep Village Youth Organization. The Village Shura Council is a mediation institution located in Lerep Village, West Ungaran Sub-district. This institution will be responsible for assisting the Village Government in the resolution of issues that arise within the Lerep village community. The importance of non-litigation settlement of legal issues is underscored by the fact that the majority of the legal issues that villagers encounter are not far from land disputes, inheritance disputes, and disputes between residents that are solely the result of trivial matters. The Village Shuro Council is a solution for the residents of Lerep Village to resolve legal issues that arise in the village area.

This process is conducted in a family-oriented manner and involves the presentation of the parties. This deliberation is analogous to mediation, in which the chairman or members of the Village Shuro Council serve as impartial mediators. Another factor is to decrease the accumulation of case files in the Court.²²

8. Prevention and Treatment of Sexual Violence in Psychology

This session, hosted by Dyah Ayu Rahmawati S.Psi, M.A by presenting material about handling sexual violence psychologically. This session starts after the Ishoma activity, which is at 12.30 WIB - 13.00 WIB. The procedure for implementing “Efforts to Prevent and Handle Psychological Sexual Violence” includes the speaker opening the material session, explaining the purpose and objectives of the material to be delivered, presenting the material using PPT (powerpoint), and conducting discussions with participants related to the material. As for the content of the material presented by the speaker is as follows.

In an effort to prevent sexual violence, WHO and UN Women established the RESPECT framework. The principles contained in this framework are internalized in a series of strategic advocacy between the Ministry of Women's Empowerment and Child Protection (KemenPPPA) and the Ministry of National Development Planning (Bappenas). The RESPECT framework is explained in detail as follows

1. *Relationship Skills Strengthened*

Sexual violence can be prevented by improving skills in relating to others, including establishing healthy relationships starting from the smallest sphere, namely the family. In addition, relationship skills strengthened also refers to strategies aimed at individuals or groups of women, men or couples to improve skills in interpersonal communication, conflict management, and shared decision-making.

²² Prawira et al., “Pembentukan Majelis Syuro Desa Dalam Menangani Permasalahan Hukum Di Desa Lerep,” 50–52.

2. *Empowerment Of Women*

Empowering women to have control over their lives includes:

- a. Access: Women's empowerment is about giving every woman the opportunity to access information, capital, training, and other resources. This enables women to be more independent and equal in making decisions.
- b. Participation: Women are given broad opportunities to be actively involved in solving problems, making decisions, and determining their choices.
- c. Control: Women's empowerment includes control and control over the access that women have.
- d. Benefits: Women's empowerment is aimed at enabling women to fully enjoy benefits on an equal footing with men. This includes the rights and benefits that women have access to.

3. *Services Ensured*

Ensure access to services that support victims of sexual violence. This can be done by establishing a law for victims of sexual violence, the availability of access and complaint services to counseling services to assist victims after trauma.

4. *Poverty Reduced*

Refers to strategies targeted at women or households whose main objective is to alleviate poverty, ranging from cash transfers, savings, microfinance loans, labor interventions.

5. *Environments Made Safe*

Refers to efforts to create a safe environment for women (safe schools, public spaces and work environments).

6. *Child And Adolescent Abuse Prevented*

Refers to building nurturing family relationships, prohibiting corporal punishment, and implementing parenting programs as mentioned in INSPIRE - 7 strategies to prevent child abuse.

7. *Transformed Attitudes, Belief, And Norms*

Changing views and norms that support gender-based violence Implementation can be done by providing education related to gender equality, sexual violence, and providing Psychological First Aid (PFA) training. This is very important and must be provided early on through sexuality and reproductive health education.

In addition to prevention efforts, efforts to deal with sexual violence psychologically also need to be carried out to help victims recover from the situation they are experiencing. Psychologically, victims can be given assistance in the form of

1. Counseling by a counselor, psychologist, or psychiatrist
2. Health services by health workers
3. Social and spiritual guidance by religious leaders, traditional leaders, parents/guardians, or companions trusted by the victim.

This assistance is aimed at restoring the victim's condition so as not to aggravate the sense of trauma and help regulate the emotions of the victim's feelings after trauma.

9. Discussion, Q&A Session

This 'Discussion and Q&A' session was guided directly by the MC. Each participant was given the opportunity to ask questions related to sexual violence material that had not been understood. In the question and answer session there were 3 participants who asked questions, as for the participants who asked the questions were as follows:

- a) Mrs. Titis asked the speaker about a student who was sexually abused by her stepfather. Ms. Titis suggested that the child go to a boarding house after graduating from school and work later. However, recently Ibu Titis heard that the child's stepfather works in the same place as her child. Then Mrs. Titis asked whether the advice given to the child was appropriate or not. Responding to the question, Mrs. Pradipta as the speaker in this session gave a response. That the advice given is very appropriate. Indeed, to prevent the recurrence of sexual harassment, one of them is to separate the victim from the perpetrator. Given that in the case presented by Mrs. Titis, the perpetrator was her own stepfather, it is necessary for the victim to separate herself from the perpetrator. For example, by boarding or renting somewhere else.
- b) The next question was from Ms. Sri. Ms. Sri asked how efforts can be made so that sexual violence does not recur. Responding to Ms. Sri's question, the speaker provided an understanding regarding the need to separate the victim from the perpetrator as a prevention effort. However, if in the end the victim returns with the

perpetrator, other efforts are needed, such as reporting to the legal authorities, of course, by including supporting evidence. Then what can be done by the surrounding environment is to provide support to the victim and not corner the victim in daily social interactions. If possible, the closest person can help direct the process of reporting sexual violence legally.

- c) Finally, a question from Mrs. Een related to how to prevent early childhood from saying dirty words related to sexual nuances. In response to this case, the speaker suggested providing education to children when they are over 5 years old or being reminded and reprimanded when speaking dirty words related to 'genitals' or other dirty words. Parents can also explain the meaning of the word conveyed to the child along with its impact.

10. Post Test Session and Evaluation Sheet

In this session, the trainees were given a question sheet of 20 questions. Then the participants continued to fill in the activity evaluation sheet which included indicators of participant satisfaction and theme suggestions if possible for further service.

11. Closing Session

The closing session which was held on Saturday, May 04, 2024 at 14.30 WIB was led by Dr. Rofi Wahanisa, S.H., M.H. as the head of the service team. This closing session takes 15 minutes. In this session the service team held a simple evaluation. The service team also gave gifts to all participants, namely booklets containing service materials and stationery. Then closed with thanks and greetings.

12. Booklet Handover Session

After the closing session, followed by a booklet submission session by the service team represented by Dr. Rofi Wahanisa, S.H., M.H to the village secretary, Mrs. Sri Lestari. The booklet submission session also ended this service activity.

Results of Pre-Test, Post Test and Activity Evaluation

Description of Pre-test Results

TABLE 2. Pre-test score

| No. | Skor | Category |
|-----|------|----------|
| 1. | 40 | Low |
| 2. | 50 | Enough |
| 3. | 50 | Enough |
| 4. | 55 | Enough |
| 5. | 55 | Enough |
| 6. | 60 | Enough |
| 7. | 60 | Enough |
| 8. | 60 | Enough |
| 9. | 60 | Enough |
| 10. | 65 | High |
| 11. | 65 | High |
| 12. | 65 | High |
| 13. | 65 | High |
| 14. | 50 | Enough |
| 15. | 65 | High |
| 16. | 60 | Enough |
| 17. | 55 | Enough |
| 18. | 65 | High |
| 19. | 60 | Enough |
| 20. | 50 | Enough |
| 21. | 50 | Enough |
| 22. | 55 | Enough |
| 23. | 65 | High |
| 24. | 55 | Enough |
| 25. | 65 | High |
| 26. | 50 | Enough |
| 27. | 65 | High |
| 28. | 40 | Low |
| 29. | 65 | High |

Score Description:

1. 0 – 20 = Very Low
2. 21 – 40 = Low
3. 41 – 60 = Enough

4. 61 – 80 = High
5. 81 – 100 = Very High

TABEL 3. Pre test Result

| Category | 1 | 2 | 3 | 4 | 5 | Σ |
|----------|---|------|-------|-------|---|------|
| Total | 0 | 2 | 17 | 10 | 0 | 29 |
| % | 0 | 6,9% | 58,6% | 34,5% | 0 | 100% |

Based on the table above, it can be concluded that out of 29 participants, 6.9% of participants have low knowledge related to sexual violence, 58.6% have sufficient knowledge, and 34.5% of participants' knowledge is in the high category related to sexual violence.

Post-Test Result Description

TABLE 4. Post test scores

| No. | No. | Category |
|-----|-----|-----------|
| 1. | 75 | High |
| 2. | 80 | High |
| 3. | 85 | Very High |
| 4. | 85 | Very High |
| 5. | 70 | High |
| 6. | 75 | High |
| 7. | 75 | High |
| 8. | 80 | High |
| 9. | 85 | Very High |
| 10. | 80 | High |
| 11. | 80 | High |
| 12. | 75 | High |
| 13. | 80 | High |
| 14. | 70 | High |
| 15. | 75 | High |
| 16. | 75 | High |
| 17. | 75 | High |
| 18. | 75 | High |
| 19. | 75 | High |
| 20. | 75 | High |
| 21. | 75 | High |
| 22. | 80 | High |

| | | |
|-----|----|-----------|
| 23. | 80 | High |
| 24. | 80 | High |
| 25. | 80 | High |
| 26. | 80 | High |
| 27. | 80 | High |
| 28. | 85 | Very High |
| 29. | 85 | Very High |

Score Description:

6. 0 – 20 = Very Low

7. 21 – 40 = Low

8. 41 – 60 = Enough

9. 61 – 80 = High

10.81 – 100 = Very High

TABLE 5. Classification of Post test results

| Category | 1 | 2 | 3 | 4 | 5 | Σ |
|----------|---|---|---|-------|-------|----------|
| QUANTITY | 0 | 0 | 0 | 24 | 5 | 29 |
| % | 0 | 0 | 0 | 82,8% | 17,2% | 100% |

Based on the table above, it can be concluded that out of 29 participants, 82.8% of participants have high knowledge related to sexual violence and 17.2% of participants have very high knowledge related to sexual violence. This means that after being given material related to sexual violence which includes healthy relationships, sexual violence, along with psychological and legal handling efforts, most participants have been able to understand and implement the material presented by the speakers in this activity.

TABLE 6. T-test Result

| Paired Samples Test | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|----------|----|-----------------|
| | | Paired Differences | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) |
| Pair 1 | Pretest - Posttest | - 20.86207 | 8.56373 | 1.59024 | - 13.119 | 28 | .000 |

The table above shows that the t-test assumption test produces a t value of $13.119 > 2.048$ t table, so H_a is accepted. Thus, there is an effect of the sexual violence education provided. The provision of sexual violence education is proven to increase participants' knowledge related to sexual violence.

Activity Evaluation Analysis

An evaluation sheet containing four questions was given to each Sexual Violence training participant in Lerep Village who was identified as having sufficient knowledge of Sexual Violence. In this training activity, 29 participants were identified. The following are the results of the evaluation after completion:

1. How would you rate the activity overall?

TABLE 8. Results of Aitem 1 Response on Activity Evaluation
Questionnaire

| 1 | SM | M | CM | T M | ST M | Σ |
|---|------------|------------|------------|--------|---------|----------|
| | 15 | 8 | 5 | 1 | 0 | 29 |
| % | 51,72 % | 27,58 % | 17,24 % | 3,44% | 0 | 100 % |

The results from the table above show that 51.72% of the participants found the overall training activities very satisfying, 27.85% found the training activities satisfying, 17.24% found them moderately satisfying, and the remaining 3.44% found them unsatisfying.

2. How would you rate the content of the activity?

TABLE 9. Response Results of Item 2 on the Activity Evaluation
Questionnaire

| | Inquiry | SM | M | CM | TM | STM | Σ |
|---|-------------|--------|--------|--------|-------|-------|----------|
| 2 | TIME | 9 | 13 | 6 | 1 | 0 | 29 |
| | % | 31,03% | 44,82% | 20,68% | 3,44% | 0 | 100% |
| | MATERIAL | 13 | 13 | 1 | 1 | 1 | 29 |
| | % | 44,82% | 44,82% | 3,44% | 3,44% | 3,44% | 100% |
| | FACILITATOR | 15 | 11 | 1 | 2 | 0 | 29 |

| | | | | | | | |
|--|---|--------|--------|-------|-------|---|------|
| | % | 51,72% | 37,93% | 3,44% | 6,89% | 0 | 100% |
|--|---|--------|--------|-------|-------|---|------|

The table above shows the content of the activity which includes time, materials and facilitators. There were 3.44% of participants rated the activity time as unsatisfactory. A total of 20.68% of participants rated the activity time as satisfactory, 44.82% stated that they were satisfied with the time given and 31.03% were very satisfied. As for the material provided, 44.82% stated that they were very satisfied, stated that the material provided was satisfactory as much as 44.82%, quite satisfactory as much as 3.44%, unsatisfactory as much as 3.44%, and very unsatisfactory as much as 3.44%. Meanwhile, in terms of activity facilitators, 51.72% of participants stated that they were very satisfied, 37.93% were satisfactory, 3.44% stated that they were quite satisfactory and 6.89% were unsatisfactory.

3. Was this activity useful for you?

TABLE 10. Response Results of Item 3 on the Activity Evaluation
Questionnaire

| | | | |
|---|-----|----|------|
| 3 | YES | 29 | 100% |
| | NO | 0 | 0 |

Of the 29 participants who attended the training, 100% stated that this activity was useful for them.

4. Give your brief comments on this activity

TABLE 11. Response Results of Item 4 on the Activity Evaluation
Questionnaire

| | STATEMENT | Σ | % |
|---|-----------------------------|----|-------|
| 4 | Increase knowledge | 10 | 34,5% |
| | Provides benefits | 10 | 34,5% |
| | Quite satisfying | 1 | 3,4% |
| | Like the material provided | 2 | 6,9% |
| | Very satisfying | 1 | 3,4% |
| | Mentor is quite informative | 5 | 17,3% |
| | QUANTITY | 29 | 100% |

The statement above is a comment provided by participants regarding the sexual violence education activity conducted in Lerep Village, Semarang Regency, with participants from the PKK women's group and the Karang Taruna youth organization. According to the participants, 34.5% stated that the activities increased their knowledge. The majority of participants, also 34.5%, felt that this activity was beneficial. Additionally, 3.4% of participants rated the training as quite satisfactory or very satisfactory, as it helped them understand the impacts of sexual violence and ways to address it. Furthermore, 17.3% of participants appreciated the mentors and the materials presented during the training, finding them to be quite informative.

5. If another training session is to be held, what themes do you need?
Of the 29 participants in this activity, the majority suggested themes related to domestic violence, stress management in adolescents, prevention of juvenile delinquency and promiscuity, bullying, and peer counseling training.

Conclusion

Cases of violence against women and children in Indonesia continue to rise, with reported incidents reaching 2,492 cases of violence against women and 4,216 cases of violence against children. According to UNFPA survey results, 91.6% of people have experienced, witnessed, or heard firsthand at least one type of sexual violence. The high incidence of sexual violence in Semarang Regency, along with the potential for such violence in public places—including tourist attractions—contributes to the overall rate of violence. Additionally, there is a lack of understanding regarding what constitutes violence against women and children. A survey revealed that 6.9% of participants possess low knowledge of sexual violence, 58.6% have moderate knowledge, and 34.5% have high knowledge. To address sexual violence, it is essential to enhance understanding and knowledge about the issue among PKK women and adolescents in Lerep Village, empowering them as agents of change. Strategies for preventing and addressing sexual violence both legally and

psychologically should be provided so they can support one another and contribute to efforts aimed at reducing the high rates of sexual violence. Furthermore, equipping adolescents with the knowledge to handle issues related to sexual violence, both legally and psychologically, is also crucial.

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NOTIFICATION

Starting from the 2024 issue, our journal has transitioned to a new platform for an enhanced reading experience. All new articles and content will now be available on this updated site. However, we would like to assure you that archived issues from 2018 to 2023 are still accessible via the previous site. Please check the following link: <https://journal.unnes.ac.id/sju/JPHI/issue/archive>.