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Telawang Shield: Local Wisdom-Based Legal Education on Child Protection for Elementary School Students in Palangka Raya

[1]Eny Susilowati, [2]Karlinae D Bangas, [3]Fransisco, [4]Lidya Devega Br Sinaga, [5]Martalena

[1,2,3,4,5]Fakultas Hukum, Universitas Palangka Raya

fransisco@law.upr.ac.id

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Abstract

Violence against children remains a serious problem in Indonesia. The 2024 National Survey of Children's and Adolescents' Life Experiences recorded that 50.78 percent of children aged 13 to 17 had experienced at least one form of violence, while the SIMFONI-PPA database recorded 19,628 cases involving 21,648 child victims during 2024. Although the legal framework is extensive, children themselves rarely understand the rights that protect them. This community service programme aimed to build basic legal awareness of child protection among elementary school students in Palangka Raya, Central Kalimantan. The activity was carried out on 16 July 2026 at State Elementary School 4 Menteng and involved forty students from grades four and five together with their class teachers and the school principal. The method applied an education and training approach to community service, operationalised through interactive lectures, demonstration, question-and-answer sessions, and a rewarded quiz. Material was delivered through twelve illustrated slides framed as a Dayak narrative entitled Telawang Shield, in which the traditional Dayak shield symbolises legal protection and two child characters, Danum and Bawi, guide the audience. Six themes were covered: basic child rights, protection from physical and psychological violence, protection from economic exploitation and trafficking, protection from neglect, protection in digital space, and reporting mechanisms. Evaluation relied on structured observation and quiz responses. Attendance reached 114 percent of the target, participation was highest during the digital protection session, and most students could restate forms of violence and identify trusted adults as well as the SAPA 129 hotline. The programme shows that culturally grounded legal education is a workable early-prevention strategy, although measurable pre-test and post-test instruments are needed in future implementations.

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Abstrak

Kekerasan terhadap anak masih menjadi permasalahan serius di Indonesia. Survei Nasional Pengalaman Hidup Anak dan Remaja Tahun 2024 mencatat bahwa 50,78 persen anak berusia 13 hingga 17 tahun pernah mengalami setidaknya satu bentuk kekerasan, sementara basis data SIMFONI-PPA mencatat 19.628 kasus yang melibatkan 21.648 korban anak selama tahun 2024. Meskipun kerangka hukum mengenai perlindungan anak telah cukup luas, anak-anak sendiri masih jarang memahami hak-hak yang memberikan perlindungan kepada mereka.Program pengabdian kepada masyarakat ini bertujuan untuk membangun kesadaran hukum dasar mengenai perlindungan anak pada siswa sekolah dasar di Palangka Raya, Kalimantan Tengah. Kegiatan dilaksanakan pada 16 Juli 2026 di Sekolah Dasar Negeri 4 Menteng dan melibatkan 40 siswa kelas IV dan V, bersama dengan wali kelas serta kepala sekolah. Metode yang digunakan menerapkan pendekatan pendidikan dan pelatihan dalam kegiatan pengabdian kepada masyarakat,yang dilaksanakan melalui ceramah interaktif,

demonstrasi,sesi tanya jawab, dan kuis berhadiah. Materi disampaikan melalui 12 slide bergambar yang dikemas dalam narasi budaya Dayak berjudul *Perisai Telawang*, di mana perisai tradisional Dayak menjadi simbol perlindungan hukum dan dua tokoh anak, yaitu Danum dan Bawi, memandu peserta dalam memahami materi. Enam tema yang disampaikan meliputi hak-hak dasar anak, perlindungan dari kekerasan fisik dan psikologis, perlindungan dari eksploitasi ekonomi dan perdagangan anak, perlindungan dari penelantaran, perlindungan anak di ruang digital, serta mekanisme pelaporan. Evaluasi dilakukan melalui observasi terstruktur dan respons peserta terhadap kuis. Tingkat kehadiran mencapai 114 persen dari target, dengan partisipasi tertinggi terjadi pada sesi mengenai perlindungan di ruang digital. Sebagian besar siswa mampu menyebutkan kembali bentuk-bentuk kekerasan serta mengidentifikasi orang dewasa yang dapat dipercaya dan layanan SAPA 129 sebagai saluran pelaporan. Program ini menunjukkan bahwa pendidikan hukum yang berbasis pada budaya lokal dapat menjadi strategi pencegahan dini yang dapat diterapkan. Namun, pelaksanaan kegiatan di masa mendatang perlu dilengkapi dengan instrumen *pre-test* dan *post-test* yang terukur untuk mengetahui peningkatan pemahaman peserta secara lebih objektif.

INTRODUCTION

Children occupy a special position in Indonesian constitutional law. Article 28B paragraph (2) of the 1945 Constitution guarantees every child the right to live, to grow and develop, and to be protected from violence and discrimination. That guarantee is elaborated through Law Number 23 of 2002 on Child Protection, twice amended, most recently by Law Number 17 of 2016, and reinforced by Law Number 12 of 2022 on Criminal Acts of Sexual Violence (Erdianti & Al-Fatih, 2020). Indonesia has also ratified the Convention on the Rights of the Child through Presidential Decree Number 36 of 1990. On paper, therefore, the normative framework is comparatively complete (Yanto et al., 2020). Indonesian legal scholarship has tested that framework across several fronts, from alternative sanctions for juvenile offenders to the prevention of child marriage, and has consistently found the distance between the norm and its implementation to be wide (Novita Erdianti & Al-Fatih, 2019).

The empirical picture is far less reassuring. The 2024 National Survey of Children's and Adolescents' Life Experiences reported that 50.78 percent of children aged 13 to 17 had experienced at least one form of violence during their lifetime, with emotional violence as the most frequent form and roughly seventy percent of cases being repeated rather than isolated incidents (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia, 2025). Administrative records point in the same direction: the Online Information System for the Protection of Women and Children recorded 19,628 cases of violence against children involving 21,648 victims throughout 2024. Comparable findings have long been documented in the scholarly literature, which identifies weak reporting culture, economic pressure, and fragmented services as persistent obstacles (Wismayanti et al., 2019).

A recurring explanation for this gap is that legal protection stops at the level of institutions and rarely reaches children as rights holders. Studies of legal awareness in Indonesia repeatedly find that formal rules exist but are neither known nor internalised by the people they are meant to protect (Karimullah, 2022). Where children do receive information, they are better able to recognise risky situations and to seek help; conversely, children with limited knowledge

of self-protection are more exposed (Wulandari et al., 2020). School-based education programmes are consequently regarded as one of the more reliable entry points for prevention, since schools reach children systematically and repeatedly (Walsh et al., 2015).

Evidence from Indonesian school settings supports this reasoning. Structured anti-bullying and abuse-prevention programmes have produced measurable improvements in students' knowledge and attitudes (Bowes et al., 2019). Community service programmes conducted by law faculties have likewise been reported to raise legal awareness in villages and schools, although most of them target adults rather than children (Nugraha & Pratama, 2023).

The regulatory landscape has also shifted in a way that directly concerns children of primary school age. Article 16A of Law Number 1 of 2024, the second amendment to the Electronic Information and Transactions Law, obliges electronic system operators to protect children who use their services. That obligation was operationalised by Government Regulation Number 17 of 2025 on the Governance of Electronic System Operation in Child Protection, popularly known as PP TUNAS, which was enacted and took effect on 27 March 2025, and by Minister of Communication and Digital Affairs Regulation Number 9 of 2026, which restricts children under sixteen from holding accounts on high-risk platforms while permitting access to low-risk services from the age of thirteen with parental consent. Phased implementation of that restriction began on 28 March 2026. Comparative legal scholarship has begun to examine the coherence and enforceability of this new regime (Radovanović, 2026). For children, however, the practical question is simpler and more urgent: they need to know what the rules mean for their own daily use of digital devices.

State Elementary School 4 Menteng in Palangka Raya was selected as the partner for this programme. Discussion with the school revealed five interrelated problems:

1. students had limited understanding of their basic rights under Law Number 35 of 2014;
2. they were unfamiliar with the legal categories of violence, exploitation, and trafficking;
3. they did not know what steps to take when they became victims or witnesses;
4. official reporting channels such as the SAPA 129 hotline and the Regional Technical Implementation Unit for the Protection of Women and Children were unknown to them; and
5. their knowledge of risks in digital space was minimal, even though most of them already used digital devices daily.

The solution offered was a single-day, child-friendly legal education session designed around three principles drawn from the literature: simple age-appropriate language, active participation rather than passive listening, and examples taken from children's everyday experience. To these, the team added a fourth element, namely cultural grounding. The material was framed as a Dayak narrative entitled Telawang Shield, in which the telawang, the traditional Dayak shield, represents legal protection, and two child characters named Danum and Bawi accompany the audience through each theme. This article reports the implementation, outputs, and limitations of that programme.

METHOD

This community service programme adopted an education and training approach (pendidikan dan pelatihan). This approach is used when the core of the activity takes the form of counselling, education, training, practice, and evaluation delivered by an academic team to a defined target group. It was chosen in preference to Participatory Action Research and Asset-Based Community Development because the partner was not positioned as a co-researcher who jointly identifies the problem and designs the intervention, and because the intervention did not build upon an existing community asset. The problem was identified from national and provincial

data on violence against children together with the school's own account of its pupils' needs, while the solution took the form of structured legal education delivered by the academic team (Walsh et al., 2015). This choice is consistent with school-based prevention programmes reported in the literature and with comparable legal education programmes conducted by Indonesian law faculties (Nugraha & Pratama, 2023).

Within that approach the partner school participated in the preparatory and evaluative stages rather than in the design of the substance. The school determined the target class, the schedule, and the technical arrangements, while its teachers and principal attended the whole session and gave feedback afterwards. The programme therefore followed four steps: identification of needs, preparation of the module, delivery of the material, and evaluation.

The programme was carried out on Thursday, 16 July 2026, beginning at 09.00 Central Indonesian Time, at State Elementary School 4 Menteng, Palangka Raya, Central Kalimantan. It was conducted under Assignment Letter Number 898/UN24.7/KP/2026 issued by the Dean of the Faculty of Law, Universitas Palangka Raya, and financed by the faculty budget for the 2026 fiscal year.

Participants were forty students from grades four and five, selected by the school on the basis that upper-grade students possess sufficient abstract reasoning to grasp the concepts of rights, obligations, and legal protection. The class teachers and the school principal attended throughout. The implementing team consisted of three lecturers and one law student from the Faculty of Law, Universitas Palangka Raya, who acted as presenters, facilitators, and documentation officer.

Implementation followed three stages. The preparatory stage covered coordination with the school, development of the teaching module and illustrated slides, preparation of logistics and educational souvenirs, and division of tasks within the team. The implementation stage consisted of registration, opening remarks, an ice-breaking segment, three material sessions, an interactive question-and-answer segment combined with a rewarded quiz, and closing. The evaluation stage comprised structured observation, an internal team review, and preparation of the activity report.

The delivery method combined interactive lecture, demonstration, question and answer, and quiz. Twelve illustrated slides served as the main medium. Each slide paired a plain-language explanation for children with a small legal reference box for the accompanying teachers, so that the same material served two audiences at once. The substance of the six themes and their legal bases is summarised in Table 2.

Evaluation of the programme relied on two instruments. The first was structured observation by the team, recording attendance, the number of questions raised by students, and the proportion of quiz items answered correctly. The second was verbal feedback from the principal and class teachers collected immediately after the session. The five success indicators were set during the planning stage, before the session took place, and were derived from the programme objectives and from what a single-day activity could realistically achieve. They were: (1) attendance of at least 80 percent of the planned number of students, reflecting the school's commitment to gathering the target group; (2) active participation in the question-and-answer segment and quiz, reflecting engagement with the material; (3) improved understanding of the material, assessed through students' ability during the quiz to restate forms of violence, to explain why forced work is prohibited, and to name a trusted adult and an official reporting channel; (4) positive feedback from the partner school, reflecting the relevance of the material to the school's needs; and (5) timely completion of the activity report, reflecting the accountability of the implementing team. Each indicator was rated as achieved, partly achieved, or not achieved, and the results are presented in Table 3. Data were analysed descriptively by comparing observed results against these indicators. The team deliberately notes that no standardised pre-test and post-test instrument was administered; consequently, the change in

students' understanding is reported qualitatively rather than as a measured gain. This limitation is discussed further in the closing part of the following section.

RESULTS AND DISCUSSION

The programme ran as planned, with one adjustment. The starting time was moved from 07.00 to 09.00 at the school's request so that the session would not clash with the first teaching period and so that all target students could be gathered in one room. The adjustment did not reduce the scope of the material. The sequence of activities is set out in Table 1.

Table 1 Sequence of activities

Time	Activity	Person in charge
09.00 – 09.20	Registration of participants and room preparation	Student member
09.20 – 09.40	Opening, remarks by the school principal and the team leader	MC and team leader
09.40 – 09.50	Ice breaking and introduction	Student member
09.50 – 10.30	Session I: Basic rights of the child	Team leader
10.30 – 11.10	Session II: Protection from violence, exploitation, trafficking, and neglect	Lecturer member
11.10 – 11.40	Session III: Child protection in digital space and reporting mechanisms	Lecturer member
11.40 – 12.00	Interactive question and answer, rewarded quiz, reflection	All team members
12.00 – 12.20	Closing, distribution of educational souvenirs, plaque handover, documentation	MC and team leader

Attendance reached forty students against a planned thirty-five, or 114 percent of the target. Sixteen students came from grade four and twenty-four from grade five. Because the participants spanned two grade levels, the presenters adjusted vocabulary continuously during delivery, using shorter sentences and more concrete illustrations whenever younger students appeared to lose the thread. This is consistent with the observation in the child-friendly education literature that language calibration, rather than content reduction, is the decisive variable when audiences are mixed (Wulandari et al., 2020).

The substance delivered in the three sessions is summarised in Table 2, together with the legal instruments underpinning each theme. Presenting the legal basis explicitly served a secondary purpose: it gave the accompanying teachers a reference they could reuse in later classroom discussion, which addresses one of the sustainability weaknesses commonly reported in single-session community service programmes (Damayanti et al., 2024).

Table 2 Material delivered and its legal basis

No	**Theme**	**Content delivered**	**Legal basis**

1	Basic rights of the child	Right to life, growth and development, education, identity, parental care, health services, and to be heard	Article 28B(2) of the 1945 Constitution; Law No. 35 of 2014
2	Protection from physical and psychological violence	Recognising hitting, kicking, slapping, shouting, humiliation, and threats as prohibited conduct	Law No. 35 of 2014; Law No. 17 of 2016
3	Protection from economic exploitation and trafficking	Distinguishing helping at home from forced labour; minimum working age	Article 76I of Law No. 35 of 2014; Articles 68–69 of Law No. 13 of 2003
4	Protection from neglect	Right to care, affection, and fulfilment of basic needs	Law No. 35 of 2014
5	Protection in digital space	Cyberbullying, harmful content, online fraud, privacy, and platform age limits	Article 16A of Law No. 1 of 2024; Gov. Reg. No. 17 of 2025; Min. Reg. No. 9 of 2026
6	Reporting mechanisms	Trusted adults; SAPA 129 hotline; Regional Technical Implementation Unit for the Protection of Women and Children	Law No. 35 of 2014; Law No. 12 of 2022



Figure 1 Opening slide of the Telawang Shield module

The opening session began with the reflective question “Who loves themselves?”, projected together with an illustration of a child. The question was used to establish that self-respect is the starting point of self-protection before any legal category was introduced. Students responded openly, and the discussion moved from self-worth to the idea that rights belong to every child regardless of circumstances. The Dayak characters Danum and Bawi were introduced at this point and carried through the remaining slides.

The second session addressed violence, exploitation, and neglect. Rather than beginning with statutory definitions, the presenters used paired images marked with a tick and a cross: a child sweeping the floor at home, captioned as helping and building responsibility, against a child forced to beg on the street. Students grasped the distinction quickly, which suggests that the boundary between acceptable domestic contribution and prohibited exploitation is better

taught through contrast than through definition. The session closed with the minimum working age rules under Articles 68 and 69 of Law Number 13 of 2003 and the prohibition of economic exploitation under Article 76I of Law Number 35 of 2014, presented in simplified form. Legal analyses of child labour in Indonesia have noted that these provisions are widely unknown at community level, which makes early exposure worthwhile (Nisa, 2021).

The third session, on digital space and reporting mechanisms, attracted the largest number of questions. Most questions concerned social media accounts and the new age restriction introduced by Minister of Communication and Digital Affairs Regulation Number 9 of 2026. Several students disclosed that they already held accounts on platforms now classified as high risk. This response confirms the concern raised in recent comparative work that regulatory change in the digital sphere outpaces public understanding, particularly among the very group the rules are designed to protect (Radovanović, 2026). The session ended by mapping the people and institutions a child may turn to: parents, teachers, the school principal, the SAPA 129 hotline, and the Regional Technical Implementation Unit for the Protection of Women and Children (Tahir & Lestari, 2025).

The question-and-answer segment and the rewarded quiz functioned as the evaluation instrument. Students who could restate the material received educational souvenirs. Based on the team's observation, the majority of participants were able to name at least two forms of violence, to explain why forced work is prohibited, and to identify at least one trusted adult and one official channel to whom they could report. Achievement against the five planned indicators is presented in Table 3.



Figure 2 Delivery of material to grade four and five students

Table 3 Achievement of success indicators

No	**Indicator**	**Result**	**Status**
1	Attendance of at least 80% of the planned number	40 students attended against 35 planned (114%)	Achieved
2	Active participation in question and answer and quiz	Students asked questions and responded, most actively in the digital protection session	Achieved

3	Improved understanding of the material	Observed qualitatively through quiz responses; no pre-test and post-test instrument was used	Partly achieved
4	Positive feedback from the partner school	The principal and teachers expressed appreciation and openness to follow-up activities	Achieved
5	Timely completion of the activity report	Report completed and submitted in July 2026	Achieved

Several factors supported the programme. The school leadership provided the room, gathered the students, and remained present throughout, which gave the activity institutional weight. Adequate facilities, including a projector and a room large enough for forty children, allowed the visual material to be used as designed. The culturally grounded illustrations held the attention of primary-school children more effectively than text-based slides would have done, and the presence of a student facilitator narrowed the communication distance with participants.

Three factors constrained the outcome. The mixed grade composition required constant linguistic adjustment and reduced the depth achievable in any single explanation. The single-day format left insufficient time to explore digital protection despite it generating the greatest interest. Most importantly, the evaluation design was observational. Without a pre-test and post-test instrument, the programme can demonstrate participation and recall but cannot quantify learning gain (Bowes et al., 2019). Studies of comparable school-based interventions in Indonesia have shown that even brief structured instruments yield usable effect estimates, and their absence here is a design weakness rather than a practical impossibility. Future implementations by this team will incorporate a short pre-test and post-test administered in the same session (Solehati et al., 2025).

Read against the wider literature, the programme supports two propositions. First, legal protection becomes operative for children only when it is translated into language and imagery they can act upon; the normative completeness of Indonesian child protection law does not by itself produce protective behaviour (Karimullah, 2022). Second, cultural framing is not decoration (Rozi, 2025). The choice of the telawang (also written talawang) was deliberate. Studies of Dayak shield symbolism describe the shield as body protection against spears and blades in past warfare, a function that has since shifted towards traditional dance and decoration; yet the object was never understood purely as a weapon. Its motifs were believed to bring good fortune to the bearer and to guard the owner's home from harm, they carry a message about the harmony of life in the world, and among the Taman Dayak one word for the shield, jabang, describes one who guards or shelters (Dismas Kwirinus, 2024). This double meaning, a physical barrier and a guardian presence, corresponds closely to what child protection law is meant to be for a child: a boundary that others may not cross, backed by the adults and institutions who stand behind it. Using the telawang as the organising metaphor therefore gave students a concrete object onto which the abstract idea of legal protection could be mapped, and it located the programme within the students' own cultural environment rather than presenting law as something external (Saptono, 2022). This aligns with findings that child-friendly school initiatives succeed when they are embedded in the school and community context rather than delivered as isolated events (Naeem et al., 2021).

The tangible outputs of the programme were the twelve-slide illustrated module, which was handed over to the partner school for reuse in local content lessons and self-development activities; the recorded increase in participation and recall among forty students; and the documentation set consisting of the activity minutes, attendance list, and photographic record.

CONCLUSION

This community service programme delivered child-friendly legal education on child protection to forty grade four and grade five students of State Elementary School 4 Menteng, Palangka Raya, on 16 July 2026. Six themes were covered, ranging from basic child rights to protection in digital space and reporting mechanisms, all anchored in currently applicable Indonesian legislation including Government Regulation Number 17 of 2025 and Minister of Communication and Digital Affairs Regulation Number 9 of 2026.

Attendance exceeded the target, participation was highest in the digital protection session, and most participants could restate the forms of violence and identify a trusted adult and an official reporting channel. The Dayak narrative framing proved effective in holding the attention of primary-school children and in making an abstract legal concept tangible. The twelve-slide module remains with the partner school as a reusable resource.

The principal limitation is that learning gain was assessed observationally rather than through a pre-test and post-test instrument, so the improvement reported here is qualitative. Subsequent implementations should incorporate a short measurable instrument, extend the treatment of digital protection, and connect the school directly with the Regional Technical Implementation Unit for the Protection of Women and Children so that the education delivered is linked to the service system that follows it.

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