

THE PREVENTION AND MANAGEMENT OF SEXUAL VIOLENCE: A SYSTEMATIC REVIEW

Liah Rosdiani Nasution^{*1}, Ibrahim Siregar²

^{*1}UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

^{*1}e-mails: liahnasution@uinsyahada.ac.id, ibrahimsrg@uinsyahada.ac.id

Abstract: Sexual violence in Indonesia's religious educational institutions has emerged as a critical issue, undermining student safety and the moral integrity these schools represent. Reports of abuse by educators and authority figures highlight the urgent need for effective interventions. This study examines the multifaceted nature of sexual violence in these settings, considering individual beliefs, interpersonal relationships, cultural norms, and societal structures. Utilizing the ecological framework, the research aims to explore how cultural, religious, and institutional factors influence the prevention and management of sexual violence. A systematic literature review of 26 scholarly articles was conducted. Findings reveal that prevention programs are most effective when they are comprehensive, culturally sensitive, and involve key stakeholders like religious leaders and community members. Cultural norms and power dynamics significantly impact implementation, with challenges including stigma, resource limitations, and institutional reluctance. Opportunities exist in collaborating with civil society organizations and integrating sexuality education aligned with religious teachings. The study concludes that holistic, culturally sensitive strategies are essential for addressing sexual violence in Indonesia's religious educational institutions. Recommendations include strengthening policy enforcement, restructuring institutional power dynamics to promote transparency, enhancing education on sexual rights within religious frameworks, and fostering collaborations to improve support for survivors. Adopting an ecological approach can help develop interventions that address root causes and create safer educational environments.

Keywords: Sexual violence, religious educational institutions, multilayered interventions.

Introduction

Sexual violence within educational settings in Indonesia, particularly in religious schools, has emerged as a critical and alarming issue that contradicts the fundamental values these institutions are meant to uphold. Traditionally viewed as moral sanctuaries dedicated to the spiritual and ethical development of students, these schools are facing increasing reports of sexual abuse perpetrated by educators or authority figures who are supposed to be their moral guides. Recent incidents have highlighted that students in religious schools, such as *pesantren* (Islamic boarding schools), have become victims of sexual abuse, raising serious concerns about student safety and institutional accountability. The National Commission on Violence against women (Komnas Perempuan, 2021) reported a surge in sexual violence cases within religious educational institutions, signaling a troubling trend that undermines the very essence of these schools. This prevalence not only endangers the well-being of students but also erodes public trust in educational and religious institutions, questioning their ability to protect and nurture young minds. A survey by the Indonesian Child Protection Commission (KPAI, 2022) indicated a decline in parental confidence in religious schools' safety measures following high-profile abuse cases. These facts underscore the urgency of addressing sexual violence in Indonesia's religious educational settings to restore trust and ensure the safety of students.

Understanding and addressing this issue is significant within the broader context of academic inquiry and practical application. Academically, the occurrence of sexual violence in religious schools challenges existing theories on moral education and the assumption that religious teachings inherently deter immoral behavior. Traditional educational paradigms suggest that embedding moral and religious values within the curriculum should cultivate ethical behavior among students and staff. However, studies have shown discrepancies between the moral teachings provided and the actual behaviors exhibited within these institutions (Yusup et al., 2023; Muhsin et al., 2021). Practically, addressing sexual violence is essential for safeguarding students and creating secure learning environments that promote their overall development. Effective prevention and intervention strategies are necessary to protect students from harm and support victims in their recovery, as highlighted by initiatives on child protection in schools (Ministry of Education and Culture, 2020). Therefore, exploring this issue contributes to both theoretical advancements in understanding moral education's effectiveness and practical efforts to enhance student safety.

The complexity of preventing and managing sexual violence in Indonesia's religious educational settings necessitates a comprehensive approach that considers multiple influencing factors. This study focuses on utilizing the ecological framework to examine how individual beliefs, interpersonal relationships, community norms, and societal structures interact to influence the occurrence and management of sexual violence. The ecological framework allows for a holistic analysis by considering factors at the individual, interpersonal, community, and societal levels, providing a more nuanced understanding of the issue. Bronfenbrenner's ecological systems theory emphasizes that human behavior results from interactions between individuals and their multiple environmental contexts (Bronfenbrenner, 1979), which is particularly relevant in Indonesia's culturally rich and diverse context. Addressing the limitations of previous studies that examined factors in isolation, this approach integrates various dimensions to identify root causes and potential solutions more effectively. Prior research often lacked this comprehensive perspective, leading to interventions that did not fully address the problem's complexity (Wardana et al., 2023; Arifin et al., 2024). By adopting the ecological framework, the study aims to provide a more thorough understanding that can inform more effective prevention and intervention strategies.

Despite the existence of legal frameworks such as PMA No. 73 Tahun 2022 and the TPKS Law, which aim to address sexual violence in educational settings, their effectiveness within the unique cultural and religious landscapes of Indonesian religious schools remains uncertain. The inconsistent application and enforcement of these regulations limit their potential impact. Studies suggest that while these laws provide a necessary foundation, their success depends on proper implementation and cultural acceptance within institutions (Kurniawan & Derajat, 2022; Angin et al., 2024). Arifin et al. (2024) highlight gaps in legal regulations' implementation, emphasizing the need for enhanced enforcement, awareness programs, and training for educators and staff to create safer educational environments. This context underscores the necessity of investigating how legal, cultural, and institutional factors collectively influence the prevention and management of sexual violence in religious educational settings.

To address these challenges, this study is guided by the following research questions:

1. What factors influence the effectiveness of programs aimed at preventing and managing sexual violence in religion-based schools?
2. How do cultural, religious, and institutional contexts impact the implementation and outcomes of sexual violence prevention and support initiatives?
3. What are the key challenges and opportunities in developing and sustaining supportive environments for survivors of sexual violence in religion-based educational settings?

These questions align with the study's focus on understanding how various levels of influence—individual, interpersonal, community, and societal—affect the prevention and management of sexual violence in religion-based schools, as highlighted by the ecological framework.

The primary objective of this study is to explore how cultural, religious, and institutional factors influence the prevention and management of sexual violence in Indonesia's religious educational settings, utilizing the ecological framework. Specifically, the study aims to understand the interactions between different levels of influence and assess the effectiveness of existing programs, including Indonesia's PMA No. 73 Tahun 2022 regulation. By examining these interactions, the study seeks to identify root causes and barriers to effective prevention and management. The ecological framework has been effective in other contexts for understanding complex social issues (Bronfenbrenner, 1979). Assessing the effectiveness of recent legal frameworks is crucial, as they represent significant policy efforts to address sexual violence in religious schools. However, their implementation and impact have not been thoroughly evaluated (Arifin et al., 2024; Kurniawan & Derajat, 2022). Addressing these objectives will contribute to both theoretical understanding and practical improvements in preventing and managing sexual violence.

The study proposes the following hypotheses:

1. Individual factors, such as personal beliefs and attitudes toward gender and sexuality, significantly influence behaviors related to sexual violence among both potential perpetrators and victims. Pratiwi et al. (2024) found that Muslim early childhood educators face challenges balancing religious values with providing necessary information on sexuality, affecting their ability to prevent abuse.
2. Interpersonal dynamics, including power relations between students, teachers, and religious leaders, affect the likelihood of reporting incidents and the effectiveness of management strategies. Yusup et al. (2023) demonstrated that identity politics and power relations significantly impact the incidence of sexual violence in religious higher education environments.
3. Community and societal norms, shaped by cultural and religious teachings, play a critical role in either perpetuating a culture of silence or fostering open dialogue and support. Istiadah et al. (2020) found that cultural-religious values often discourage victims from reporting sexual violence in Islamic institutions.

By testing these hypotheses, the study aims to provide deeper insights into the multifaceted nature of sexual violence in Indonesia's religious educational settings. The findings are expected to support the development of comprehensive strategies that are culturally sensitive and effective in preventing and managing sexual violence.

Significance of the Study

This study contributes to the existing body of knowledge by filling gaps in the literature regarding the effectiveness of prevention programs and legal frameworks within the distinct cultural and religious landscapes of Indonesian religious schools. Previous studies often examined factors in isolation or lacked empirical evaluation of policy effectiveness, highlighting the necessity for integrated research approaches that this study seeks to provide. By utilizing the ecological framework and incorporating recent data, the study offers a comprehensive analysis that can inform policy, practice, and future research. The integration of findings from various studies, such as those by Khoiroh et al. (2023) and Muhsin et al. (2021), provides a nuanced understanding of the issue. Ultimately, this research aims to contribute to restoring trust in educational and religious institutions and ensuring the safety and well-being of students.

Literature Review

Previous studies on sexual violence in educational settings, particularly within Indonesia's religious schools, have identified several key patterns and tendencies. This literature review summarizes three primary patterns: (1) the significant impact of individual attitudes and knowledge on the prevalence of sexual violence, (2) the influence of power dynamics and institutional structures on reporting and management of incidents, and (3) the role of cultural and societal norms in perpetuating a culture of silence.

1. Impact of Individual Attitudes and Knowledge on Sexual Violence

A prominent pattern in the literature is that individual beliefs, attitudes, and knowledge regarding gender and sexuality significantly influence both the occurrence of sexual violence and the vulnerability of potential victims in religious educational settings. Limited understanding of sexual health and consent among students increases their susceptibility to abuse. For example, Pratiwi et al. (2024) found that early childhood educators in Muslim contexts faced challenges in providing sexuality education due to cultural and religious constraints, which can leave children uninformed about personal boundaries and consent. Similarly, Siregar (2019) highlighted that rigid gender norms and patriarchal attitudes within some Indonesian communities contribute to justifying male dominance and suppressing female agency, thereby increasing the risk of sexual violence. Utami and Rahardjo (2018) demonstrated that students with limited knowledge about sexual rights and sexuality were less likely to recognize and report abuse.

2. Influence of Power Dynamics and Institutional Structures

Another significant trend is the impact of power relations and hierarchical structures within religious schools on the reporting and management of sexual violence. Educators and religious leaders often hold substantial authority over students, which can discourage victims from reporting abuse due to fear of retaliation or disbelief. Ahmad and Zulkarnain (2019) reported that in Islamic boarding schools (*pesantren*), the hierarchical structure often inhibits students from voicing complaints against teachers or administrators. Kurniawan and Derajat (2022) emphasized that power imbalances and patriarchal norms enable sexual violence in boarding schools, suggesting that implementing laws like the TPKS Law is essential to address these abuses of power. Aziz et al. (2023) found that the misuse of religious authority in boarding schools and universities facilitates sexual harassment, making it challenging for victims to challenge perpetrators or seek justice.

3. Role of Cultural and Societal Norms in Perpetuating Silence

Cultural and societal norms significantly contribute to a culture of silence around sexual misconduct in religious educational settings. Discussing sexual matters is often considered taboo, preventing open conversations about abuse and consent. Istiadah et al. (2020) found that cultural-religious values in Islamic institutions often discourage victims from reporting sexual violence due to the stigma associated with such discussions. Putri (2022) highlighted that survivors often face shame, guilt, and fear of being blamed, which discourages them from seeking help and hinders their recovery. Ningsih and Prasetyo (2018) observed that social stigma surrounding sexual topics leads to underreporting of sexual violence in Indonesian communities. These cultural barriers not only silence victims but also allow perpetrators to act with impunity.

Despite the valuable insights provided by these studies, several limitations can be identified. Firstly, many studies tend to examine factors influencing sexual violence in isolation rather than adopting a comprehensive framework that integrates individual, interpersonal, community, and societal levels of influence. This fragmented approach can lead to interventions that fail to address the multifaceted nature of sexual violence. Johnson and Lee (2019) criticized such studies for not considering the interconnectedness of different

influencing factors, resulting in limited success of interventions. Secondly, there is insufficient empirical research evaluating the effectiveness of specific regulations like Indonesia's PMA No. 73 Tahun 2022 and the TPKS Law within religious educational contexts. Arifin et al. (2024) and Kurniawan and Derajat (2022) emphasize the need for studies that assess the implementation and impact of these legal frameworks to inform policy and practice. Lastly, there is a lack of longitudinal studies assessing the long-term effectiveness of interventions and programs implemented in religious schools.

The literature indicates that individual attitudes and knowledge, power dynamics and institutional structures, and cultural and societal norms significantly affect the prevention and management of sexual violence in Indonesia's religious educational settings. However, the limitations in previous studies suggest a need for a more holistic, integrated approach to research and intervention. By adopting frameworks that consider the interplay of various factors at different levels, future studies can contribute to more effective strategies that are both culturally sensitive and contextually appropriate.

Methods

This study employed a systematic literature review (SLR) methodology to explore the prevention and management of sexual violence in religion-based schools. The goal was to synthesize existing research, identify common themes, and evaluate the effectiveness of different strategies and frameworks. A systematic review allows for a comprehensive analysis of existing studies, ensuring that the findings are grounded in a broad range of research rather than limited to a few select sources. By reviewing studies from various contexts and methodologies, the SLR provides a holistic understanding of the complex social issue of sexual violence, where multiple factors interact at various levels of influence. This method is particularly suited to the study's aims, aligning with the ecological framework that guides the research.

Research Questions

The study was guided by three primary research questions. First, what factors influence the effectiveness of programs aimed at preventing and managing sexual violence in religion-based schools? Understanding these factors is crucial for developing effective interventions that are contextually appropriate. Prior studies indicate that program success is often contingent upon cultural alignment and stakeholder engagement (Khoiroh et al., 2023). Identifying these factors helps tailor programs to specific institutional needs.

Second, how do cultural, religious, and institutional contexts impact the implementation and outcomes of sexual violence prevention and support initiatives? These contexts can either facilitate or hinder the effectiveness of such programs. Cultural norms and religious teachings significantly influence attitudes toward sexual violence and reporting behaviors (Istiadah et al., 2020). Examining these impacts is essential for designing initiatives that are both effective and culturally sensitive.

Third, what are the key challenges and opportunities in developing and sustaining supportive environments for survivors of sexual violence in religion-based educational settings? Addressing these challenges is vital for the recovery and empowerment of survivors. Studies have shown that lack of support services and societal stigma are major barriers to providing adequate care (Giyantoro et al., 2024). Understanding these factors is imperative for creating environments that encourage healing and justice.

Data Sources and Search Strategy

The data for this systematic review were sourced from Google Scholar, ERIC, Scimago, and ScienceDirect. These databases were selected for their comprehensive coverage of educational, sociological, and legal studies, as well as their accessibility to relevant research on sexual violence and cultural studies. These platforms host peer-reviewed articles and scholarly works that provide reliable and diverse perspectives on the topic. This approach enhances the breadth and depth of the literature review.

The search was conducted using the primary phrase "sexual violence and religious educational setting." This phrase was carefully chosen to align closely with the study's objectives and to avoid algorithm sensitivity in retrieving irrelevant articles. Specific search terms improve the precision of search results, ensuring that the studies found are directly related to the research questions. Using targeted keywords increases the likelihood of capturing all significant literature in the field. This strategy optimizes the effectiveness of the search process.

Inclusion and Exclusion Criteria

To ensure the quality and relevance of the included studies, specific inclusion and exclusion criteria were applied. The inclusion criteria encompassed articles published between 2010 and 2024, studies examining religion-based educational settings, publications in English and Bahasa Indonesia, various research methodologies, and direct relevance to the research questions. These criteria ensure that the selected studies are recent, contextually appropriate, and methodologically diverse, providing a comprehensive understanding of the issue. Including a range of qualitative, quantitative, and mixed-methods studies allows for a balanced analysis of statistical data and in-depth cultural insights. The inclusion criteria enhance the validity and applicability of the review findings.

Conversely, the exclusion criteria ruled out studies focused on non-educational settings, articles addressing legal frameworks without reference to educational contexts, lack of full-text availability, and studies published before 2010. Excluding these studies maintains the focus on the specific context of religion-based schools and ensures the inclusion of accessible, up-to-date research. Older studies may not account for recent legal and cultural developments, such as PMA No. 73 Tahun 2022. The exclusion criteria refine the literature to the most relevant and high-quality studies.

Data Extraction and Synthesis

A total of 52 studies were initially identified through the database search. After applying the inclusion and exclusion criteria, 26 studies were selected for in-depth review. This rigorous selection process ensures that only studies meeting the strict criteria are included in the analysis. The selected studies directly address the research objectives and provide valuable insights into the prevention and management of sexual violence in religious educational settings. This refined selection allows for a focused and relevant synthesis of findings.

Key information was extracted from each study using a structured data extraction form. The form included elements such as authors, year of publication, study title, context and setting, research focus, methodology, key findings, and conclusions, as seen in the following table

No	Authors	Title	Year	Journal	Context	Research Problem	Research Questions	Objectives	Methods	Informants	Data Collection	Data Analysis	Findings	Conclusions
1	Andrian Yusup, Siti Komariah, Siti Nurba yani K	Identity Politics & Power Relations Against Sexual Violence in Religious Higher Education Environment	2023	Jurnal Paedagogy	Religious campuses in Indonesia	Influence of identity politics and power relations on sexual violence	How do identity politics and power relations contribute to the occurrence of sexual violence in religious educational settings?	To analyze the role of identity politics and power relations in incidents of sexual violence on campuses	Qualitative, phenomenological method	Campus officials, task force members, students	Observation, documentation, in-depth interviews, literature studies	Descriptive analysis and source triangulation	Identity politics and power relations significantly impact the incidence of sexual violence in religious higher education environments	Awareness of social issues like identity politics is crucial for addressing sexual violence in such contexts
2	Toni Kurniawan, Anna Zakiah	TPKS Law as an Effort to	2022	HUMANISMA : Journal of	Islamic boarding schools in	The role of power relations in	How do power relations affect the	To explore how power dynamic	Systematic literature review using	Literature sources, journal	Literature review, critical	Thematic analysis of power	Asymmetric power relations	Implementation of the TPKS Law is

	Derajat	Prevention of Power in Sexual Violence in Religious Education Institutions		Gender Studies	Indonesia	perpetuating sexual violence	prevalence of sexual violence in Islamic boarding schools?	and patriarchal norms contribute to sexual violence and the potential role of the TPKS Law	Foucault's theory of power relations	articles, books	appraisal	dynamic and social structures	perpetuate sexual violence, with patriarchal norms as a contributing factor	crucial to address the power abuses leading to sexual violence in boarding schools
3	Alyssa Putri	Understanding Child Sexual Abuse in the Religious Contexts in Indonesia through a Lived Experience	2022	Salasika: Indonesian Journal of Gender, Women, Child, and Social Inclusion's Studies	Religious schools in Indonesia	Experiences of child sexual abuse within religious contexts	How do survivors experience and process child sexual abuse in religious settings?	To explore the psychological and social impact of child sexual abuse in religious schools	Qualitative, narrative analysis	Survivor of child abuse in a religious school	In-depth interviews with a survivor	Thematic analysis of lived experiences	Abuse led to severe mental health impacts, including PTSD and anxiety, with a lack of community support	Highlights the need for better support systems within religious educational environments

4	Alycia Johnson, Kate H. Thomas, Margaret M. Shields, Melissa Butcher, Jacqueline Jemsek	Stopping Sexual Assault on Private College Campuses: Impact Evaluation of a Prevention and Awareness Intervention Conducted with Community Partners at a Christian University	2016	Journal of Health Education Teaching	Christian university in the U.S.	Evaluation of a sexual assault prevention program	How effective is a community-partnered awareness program in reducing sexual assault on Christian campuses?	To assess the impact of an awareness program on students' understanding of sexual assault	Mixed-methods: pre- and post-survey evaluation	75 students who attended the seminar	Surveys, qualitative interviews	Descriptive statistics and thematic analysis	Participants found the program informative and supportive, with positive reception due to speaker openness	Culturally tailored, peer-led programs are effective for awareness on sensitive topics like sexual assault
5	Hardianti Pratiwi	Exploring the Experience	2024	Jurnal SMaRT	Muslim early childhood	Challenges in implementation	How do Muslim early	To gain insights into the	Qualitative study with	248 Muslim early	Interviews and	Verbatim and thematic	Teachers face challenges	Urges the development

	i, Slamet Suyanto, Ikta Yarliani	nces of Muslim Early Childhood Educators in Teaching Sexuality Education			od educators in Indonesia	enting sexuality education in Muslim contexts	childhood educators navigate sexuality education?	practical implementation of sexuality education for young children	open-ended questions	childhood educators	analysis of written responses	categorization	ges balancing religious values with providing necessary information	ment of structured curriculum and government involvement
6	Alia Azmat et al.	“They Sit with the Discomfort, They Sit with the Pain Instead of Coming Forward”: Muslim Students’ Awareness,	2023	Religions	Muslim students in U.S. campuses	Barriers to anti-sexual violence programming for Muslim students	What challenges do Muslim students face in addressing sexual violence on campus?	To understand the impact of advocacy programs and the challenges faced	Mixed methods: quantitative surveys and qualitative interviews	91 survey participants, 8 interviewees	Surveys and in-depth interviews	Thematic analysis and statistical comparison	Barriers include Islamophobia, internal denial, and lack of male engagement	Culturally sensitive programming is crucial for effective advocacy

		Attitudes, and Challenges Mobilizing Sexual Violence Education on Campus												
7	Muflikhatul Khoirah et al.	Strategies and Mechanisms to Create a Zero Sexual Violence Campus : Studies at UIN Mataram and IAIN Ponorogo	2023	MUWAZAH	Islamic universities in Indonesia	Implementing a zero sexual violence policy in higher education	What strategies can Islamic universities employ to eliminate sexual violence on campus ?	To analyze the effectiveness of strategies to prevent sexual violence	Qualitative research with SWOT analysis	Campus leaders , PSGA chairs	Interviews and documentation	SWOT analysis of policies and strategies	Gender - responsive policies and education are crucial but need better resource allocation	Emphasizes the need for improved gender sensitivity among campus staff

8	J.A. Cleofas	Becoming Whole Again: The Goal of Women's Struggle against Sex Abuse in Catholic Schools in the Philippines	2023	Acta Theologica	Catholic schools in the Philippines	Addressing sexual abuse and power dynamics in Catholic institutions	How can Catholic schools improve their response to sex abuse cases?	To explore holistic approaches to address sexual abuse	Qualitative study with narrative analysis	Survivors, advocacy groups, Catholic leaders	Interviews, analysis of survivor narratives	Thematic analysis	Highlighted the failure of Catholic schools in handling abuse cases and the role of silence	Advocates for a pastoral approach that emphasizes healing and accountability
9	Zainal Arifin et al.	Formulation of Legal Regulations for the Prevention of Sexual Violence in	2024	Proceedings of the International Seminar on Sharia and Law	Islamic boarding schools and universities in Indonesia	Examining the effectiveness of legal frameworks in preventing sexual	How effective are existing legal regulations in preventing sexual violence	To provide recommendations for improving legal frameworks and policies	Normative juridical research analysis	Documents, legal frameworks, regulations	Literature review and document analyses	The analysis highlights gaps in the implementation of laws concerning sexual	Suggests stronger enforcement and improved training for	The study concludes that while legal frameworks exist, their inconsi

		Islamic Boarding Schools and Higher Education Institutions				violence	e in Islamic educational institutions?					violence in educational settings	educators	student application limits their effectiveness, calling for enhanced legal enforcement, awareness programs, and training for educators and staff to create safer educational environments
10	Khansadhia Afifah	The Long and	2023	Jurnal Masalah-	Pesantren in	Challenges of address	How do power dynamics	To examine the	Qualitative study with case	Female students, legal	Observation and	Thematic analysis	Gender-based discrimination	Calls for integrat

	Wardana, Rahayu, Sukirno	Winding Road: Confronting Sexual Violence on Women in Pesantren		Masalah Hukum	Indonesia	ing sexual violence against women in pesantren	cs in pesantren contribute to sexual violence against women?	structural challenges faced by women in pesantren	study approach	practitioners	case study analysis		ination and power imbalances make women vulnerable to sexual violence in pesantren	ing gender perspectives in pesantren to address violence
11	Istiada h, Rohmani Nur Indah, Aprilia Mega Rosdiana	Cultural Religious Challenges in Handling Sexual Violence Cases in Indonesian Islamic Institutions	2020	World Conference on Gender Studies	Islamic institutions in Indonesia	Role of religious and cultural aspects in handling sexual violence	How do cultural - religious values affect the handling of sexual violence cases?	To identify cultural and religious barriers in addressing sexual violence	Mixed methods: survey and phenomenological analysis	237 students from Islamic institutions	Surveys and in-depth interviews	Descriptive statistics and thematic analysis	Cultural values and religious doctrines often discourage victims from reporting	Advocates for educational reforms to create a more open and supportive environment for reporting needs.

1 2	James R. Vandewoerd, Albert Cheng	Sexual Violence on Religious Campuses	2017	Canadian Journal of Higher Education	Christian colleges in Ontario, Canada	Incidence of sexual violence in religious higher education contexts	How does the incidence of sexual violence at Christian colleges compare to secular institutions?	To estimate and compare sexual violence rates on Christian campuses	Quantitative study using surveys	668 students across eight Christian colleges	Self-report surveys	Statistical analysis using SES and CTS	Lower reported rates of sexual violence on Christian campuses compared to secular ones, potentially due to moral community effects systemic factors	Suggests that religious environments may offer protective factors but require tailored prevention strategies
1 3	Islami a Dewi Setyorini, Amalia Nur Andini	Breaking The Silence: Civil Society Organizations	2023	Salasika	Islamic boarding schools in Jombang,	Role of local CSOs in promoting security	How do CSOs in Jombang engage in	To analyze the role and effectiveness of CSOs in	Qualitative descriptive study	CSO representatives	In-depth interviews, literature review	Data reduction, data presentation, conclusion	CSOs contribute to prevention and protection but	while CSOs play a significant role in advocacy

		Promoting Women's Personal Security Against Sexual Violence in Jombang Islamic Boarding Schools			Indonesia	against sexual violence	promoting security against sexual violence in Islamic boarding schools?	addressing sexual violence				on drawing	face challenges in implementation	cy and support, their efforts are often limited by resource constraints and the need for stronger, binding policies to improve effectiveness
14	Wojciech Bojanowski	Protection of Minors Against Sexual Abuse on the	2024	Studia Paedagogica Ignatian a	Catholic schools in Poland	Implementation of a prevention system for	How does the prevention document address	To evaluate the effectiveness of prevention	Descriptive analysis of policy documents	Policy documents, school administrators	Document analyses	Systematic application of universal, selective	Emphasizes the need for continuous	While the document has provided a solid

		Examp le of the Docum ent Prevent ion of Sexual Violenc e Against Student s in a Catholi c School				sexual violenc e in Catholi c schools	sexual violenc e in Catholi c schools ?	measure s in Catholic schools				, and intervent ional preventi on strategie s	training and the adaptat ion of univers al princip les to specific school environ ments	foundat ion for prevent ion, continu ous updates and training are require d to adapt to emergi ng challen ges and ensure the safety of minors in educati onal settings
1 5	Ilyya Muhsi n, Sukro n	Sexual Violenc e in an Islamic Higher	20 21	Samara h	Islamic higher educati on in West	Analysi s of sexual violenc e from	What types of sexual violenc e occur,	To understa nd the cultural and	Mixed- methods: surveys, intervie ws,	333 partici pants (studen	Survey s, in- depth intervie ws,	Flow model analysis combini ng	Reveal s the role of patriarc hal	Suggest s need for policy reform

	Ma'mun, Wardah Nuroniyah	Education Institution of Indonesian: A Maqasid Al-Shariah and Foucauldian Perspective			Java, Indonesia	a Maqasid al-Shariah and Foucauldian perspective	and how do Maqasid al-Shariah and Foucault's theories interpret them?	power dynamics contributing to sexual violence	observations	ts and staff)	observations	selection, discussion, and conclusions	norms and power structures in perpetuating violence	that aligns religious values with human rights
16	Andrian Yusup, Siti Komariah, Siti Nurbaayani K	Identity Politics & Power Relations Against Sexual Violence in Religious Higher Education Environment	2023	Jurnal Paedagogy	Religious higher education institutions in Indonesia	Influence of identity politics and power relations on sexual violence	How do identity politics and power relations shape incidents of sexual violence?	To analyze the dynamics of identity politics in religious education settings	Qualitative, phenomenological method	University leaders, task force members, students	Interviews, observations, literature review	Thematic analysis using phenomenological approach	Identity politics and power dynamics contribute to the persistence of sexual violence on campuses	Calls for increased awareness and structural changes to address power imbalances

17	Eko Giyanto, Sukidin, Pudjo Suharto	The Psychosocial Impact of Sexual Violence on Santri in Religious Institutions	2024	Social Science Studies	Islamic boarding schools in Banyuwangi, Indonesia	Impact of sexual violence on the psychological and social conditions of Santri	What are the psychosocial impacts of sexual violence on Santri?	To explore how sexual violence affects the mental and social well-being of Santri	Qualitative phenomenological approach	Santri, ustadz, psychologists, community members	In-depth interviews, participatory observation	Thematic analysis	Victims experience trauma, depression, anxiety, and social isolation, with negative effects on academic performance	Emphasizes the need for targeted psychological support and community engagement to support recovery and address trauma
18	Noah Bar Gosen et al.	“We Need to Raise Awareness and Never Give Up”: Israeli Druze and	2024	Behavioral Sciences	Druze and Muslim Arab communities in Israel	Challenges of kindergarten teachers in addressing child sexual	How do Druze and Muslim Arab kindergarten teachers cope with	To understand the proactive strategies and challenges faced by kinderga	Qualitative thematic analysis	14 kindergarten teachers	Semi-structured interviews	Thematic coding using Dedoose software	Teachers struggle with balancing community expectations, religious	Concludes that comprehensive support, considering religious and cultural

		Muslim Arab Kindergarten Teachers' Proactivity When Facing the Sexual Abuse of Their Students				abuse (CSA)	CSA cases?	rted teachers					s values, and professional responsibilities	factors, is essential for effective CSA intervention and teacher well-being
19	Ria Angin, Fauziah, Kahar Haerah	The Phenomenon of Ambivalence in Policy Implementation : How Muhammadiyah Universities Protect	2024	Journal of Government and Civil Society	Muhammadiyah universities in East Java, Indonesia	Ambivalence in policy implementation for preventing sexual violence	How do Muhammadiyah universities balance religious principles with implementing anti-violence	To analyze the flexibility of policy adaptation in religious institutions	Qualitative descriptive research	Rectors and policy formulation teams	Interviews, documentation	Descriptive analysis	Policies are adapted to align with Islamic values, leading to variations in implementation across	Highlights the need for standardized yet culturally sensitive policies that ensure effective

		Women Against Sexual Violence					e policies ?						instituti ons	e protecti on while respecti ng religiou s norms
20	Siti Fitriana, Ellya Rakhmawati, Wiwik Kusdaryani	Teachers' Perception: Self-protecti on in Childre n as a Prevent ion Against Sexual Violenc e	20 24	ICESR E Confere nce	Kinderg arten teachers in Semara ng, Indones ia	Role of teacher s in providi ng self-protecti on educati on to prevent child sexual violence (CSV)	How do teachers perceive and deliver self- protecti on educati on as a preventi ve measur e for CSV?	To explore teachers' perspectives on impleme nting self- protectio n material s	Qualitati ve phenome nology approach	10 kinder garten teacher s	Semi- structur ed interview s	Miles and Huberm an's analysis techniqu e	Teache rs integrat e cultural norms with self- protecti on educati on, using songs, videos, and role- playing to teach bounda ries	Conclu des that collabo ration with parents and tailored cultural content is key for effectiv e prevent ion of child sexual violence

21	Haitam Fathin Aziz et al.	Sexual harassment in boarding schools and universities: study of the Relationship between perpetrator and victims	2023	At-Tuhfah: Jurnal Studi Keislaman	Islamic boarding schools and universities in Indonesia	Examines sexual harassment dynamics between perpetrators and victims	What is the nature of the relationship between perpetrators and victims in educational settings?	To analyze power dynamics and the role of institutional culture in harassment cases	Qualitative descriptive study	Female students, education staff	Interviews, case study analysis	Descriptive analysis	Power imbalances and manipulation of religious authority contribute to sexual harassment	Comprehensive education on sexuality and stricter institutional measures are necessary to prevent abuse in religious contexts
22	Himmatul Ulya Nur et al.	The Urgency of Sex Education for Adolescents in the Islamic Religio	2024	Advanced Journal of Education and Religion	Islamic schools in Indonesia	Importance of sex education for preventing deviant behavior	What is the role of sex education in shaping adolescent behavior	To emphasize the need for Islamic sex education to prevent	Qualitative case study	Teachers, students	Interviews, observations	Data reduction and thematic analysis	Islamic sex education helps prevent deviant behaviors and support	Integrating Islamic values in sex education is essential to address

		us Educati on Paradig m					accordi ng to Islamic principl es?	miscond uct					s moral develo pment	modern challen ges while respecti ng cultural norms
2 3	Laura Ilene Sigad et al.	“We Try to Fix Things Quietly, and We Do Not Take Reveng e”: Christia n Arab Teacher s’ Experie nces Coping with Child Sexual Abuse Among Their	20 24	Journal of Interper sonal Violenc e	Christia n Arab commu nities in Israel	Experie nces of teacher s dealing with CSA in religiou s context s	How do Christia n Arab teachers cope with CSA cases among their students ?	To explore the challeng es and strategie s of teachers in handling CSA cases	Qualitati ve thematic analysis	12 Christi an Arab elemen tary school teacher s	Semi- structur ed intervie ws	Themati c coding with Dedoose software	Teache rs face emotio nal turmoil and rely on Christi an values like forgive ness but encoun ter challen ges in balanci ng cultural expecta tions	Tailore d training is needed for teacher s to handle CSA effectiv ely while conside ring their unique cultural and religiou s context s

		Pupils in Israel												
24	Khansadhia Afifah Wardana et al.	The Long and Windin Road: Confronting Sexual Violence on Women in Pesantr en	2023	Jurnal Masalah-Masalah Hukum	Islamic boarding school in Indonesia	Addressing sexual violence in Islamic boarding schools	What legal and cultural challenges impede the protection of women in pesantr en?	To identify gaps in policy implementation and suggest improvements for protecting women	Qualitative, normative juridical approach	Victims, legal experts	Document analysis, case studies	Qualitative content analysis	Identifies gaps in legal frameworks and cultural resistance to gender equality	Integrating a gender perspective in legal frameworks is crucial for improving protection in religious educational settings
25	Eka Yuliana Rahmana, Amri Dhimas Maulana	Addressing Sexual Violence in Islamic Boarding Schools : A	2024	Journal of Social Knowledge Education	Islamic boarding schools in Banyuwangi, Indonesia	Understanding perceptions and responses to sexual violence	How do santri perceive sexual violence, and how do institutions	To explore perceptions and assess institutional responses	Qualitative case study	Santri, caregivers, teachers, community	Interviews, FGDs, documentation	Thematic analysis, triangulation	Santri often lack awareness of subtle forms of sexual violence	Integrating social studies education and improving reporting

		Study on Santri Perceptions and Institutional Responses					respond ?						e; cultural norms influence responses	mechanisms can enhance prevention efforts
26	Alyssa Putri	Understanding Child Sexual Abuse in Religious Contexts in Indonesia Through a Lived Experience	2022	Salasika: Indonesian Journal of Gender, Women, Child, and Social Inclusion's Studies	Religious educational settings in Indonesia	Exploring the lived experiences of child sexual abuse survivors	How do survivors process and recover from child sexual abuse in religious contexts?	To understand the impact of CSA on survivors in religious settings	Qualitative narrative analysis	Survivor of CSA	In-depth interviews	Narrative analysis	Survivor experienced severe trauma and lack of community support, affecting recovery	Religious institutions need to create supportive environments for survivors and improve awareness

Systematic data extraction facilitates consistency and comparability across studies. This method enables the identification of common themes and patterns, essential for thematic analysis.

Data Analysis

Data analysis followed a thematic synthesis approach guided by the ecological framework. This method allows for identifying key themes and patterns across different levels of influence—individual, interpersonal, community, and societal. The ecological framework is particularly suited to complex social issues like sexual violence, where multiple factors interact. Themes such as cultural barriers, power dynamics, program effectiveness, and survivor support emerged during analysis. Thematic synthesis provides a comprehensive understanding of how various factors contribute to sexual violence in religious educational settings.

The analysis involved several steps: open coding of each study for emerging themes, categorization of codes into broader themes aligned with the research questions, data reduction to focus on core issues, and synthesis into a narrative summary. This systematic process ensures thoroughness and objectivity in analyzing the data. By refining categories and focusing on frequently occurring themes, the analysis highlights the most significant findings across studies, as shown in the following table:

Theme	Description	Related Articles
Power Dynamics and Institutional Authority	These studies focus on how power imbalances, hierarchical structures, and the manipulation of authority within religious institutions contribute to incidents of sexual violence.	- <i>Identity Politics & Power Relations Against Sexual Violence</i> (Yusup et al., 2023) - <i>TPKS Law and Power Relations</i> (Kurniawan & Derajat, 2022) - <i>Sexually Harassment in Boarding Schools and Universities</i> (Aziz et al., 2023) - <i>Sexual Violence in Islamic Higher Education</i> (Muhsin et al., 2021) - <i>The Phenomenon of Ambivalence in Policy Implementation: How Muhammadiyah Universities Protect Women Against Sexual Violence</i> (Angin et al., 2024)
Cultural and Religious Influences on Reporting and Response	These articles explore how religious and cultural norms shape the response to sexual violence in religious educational settings, often resulting in underreporting or inadequate support for victims.	- <i>Cultural Religious Challenges in Handling Sexual Violence</i> (Istiadah et al., 2020) - <i>Addressing Sexual Violence in Islamic Boarding Schools</i> (Rahman & Maulana, 2024) - <i>Teachers’ Experiences with CSA in Christian Arab</i>

		<i>Communities</i> (Sigad et al., 2024) - <i>Understanding Child Sexual Abuse in Religious Contexts</i> (Putri, 2022) - <i>Becoming Whole Again: Women's Struggle against Sex Abuse</i> (Cleofas, 2023) - <i>Protection of Minors Against Sexual Abuse</i> (Bojanowski, 2022)
Legal Frameworks and Policy Implementation	These studies assess the effectiveness of existing legal frameworks and policies aimed at preventing sexual violence, highlighting gaps in implementation and suggesting improvements.	- <i>Formulation of Legal Regulations</i> (Arifin et al., 2024) - <i>The Long and Winding Road: Confronting Sexual Violence</i> (Wardana et al., 2023) - <i>Strategies and Mechanisms to Create a Zero Sexual Violence Campus</i> (Khoiroh et al., 2023) - <i>Protection of Minors Against Sexual Abuse</i> (Bojanowski, 2022)
Educational Interventions and Awareness Programs	These articles examine the role of educational programs, such as awareness initiatives and sexuality education, in preventing sexual violence and improving understanding among students and staff.	- <i>Exploring the Experiences of Muslim Early Childhood Educators</i> (Pratiwi et al., 2024) - <i>Stopping Sexual Assault on Private College Campuses</i> (Johnson et al., 2016) - <i>The Urgency of Sex Education for Adolescents</i> (Nur et al., 2024) - <i>Teachers' Perception on Self-protection in Children</i> (Fitriana et al., 2024) - <i>"We Need to Raise Awareness and Never Give Up"</i> (Bar Gosen et al., 2024)
Psychosocial Impact on Survivors	These studies focus on the psychological and social effects of sexual violence on survivors, particularly in religious contexts, and emphasize the need for tailored support systems.	- <i>The Psychosocial Impact of Sexual Violence on Santri</i> (Giyantoro et al., 2024) - <i>Understanding Child Sexual Abuse in Religious Contexts</i> (Putri, 2022) - <i>Becoming Whole Again:</i>

			Women’s Struggle against Sex Abuse (Cleofas, 2023)
Community and Society Engagement	Civil	These articles highlight the role of community organizations and civil society groups in advocating for better protection against sexual violence and supporting victims.	- <i>Breaking the Silence: CSOs in Jombang</i> (Setyorini & Andini, 2023) - <i>Addressing Sexual Violence in Islamic Boarding Schools</i> (Rahman & Maulana, 2024) - <i>Teachers’ Experiences with CSA in Christian Arab Communities</i> (Sigad et al., 2024)

Reliability and Validity

To ensure the reliability and validity of the study, several measures were taken. Triangulation was employed by cross-referencing findings from multiple sources, including qualitative and quantitative studies. Triangulation enhances credibility by confirming consistency across different data types and research methods. Similar themes and conclusions were identified in studies with diverse methodologies, reinforcing the robustness of the findings. This strengthens the trustworthiness of the research conclusions.

Peer review of the data extraction process and coding framework was conducted to ensure objectivity and accuracy. Involving academic peers helps identify potential biases or oversights in the methodology. Feedback from peers can lead to adjustments that improve the study's rigor and validity. Peer review contributes to the methodological soundness of the research.

Transparency was maintained by documenting the inclusion and exclusion of studies and providing clear reasons for exclusions. This allows for reproducibility and scrutiny of the research process. A detailed record of the selection process enhances the transparency and accountability of the study. Transparency supports the integrity and reliability of the systematic review.

Result and Discussion

Results

This study sought to explore the prevention and management of sexual violence in Indonesia's religious educational schools by addressing three key research questions. The findings from a systematic review of 26 scholarly articles provide comprehensive insights into how individual beliefs, interpersonal relationships, community norms, and societal structures interact to influence the occurrence and management of sexual violence; the effectiveness and limitations of existing programs, and the challenges and opportunities in creating supportive environments for survivors.

1. Interaction of Individual, Interpersonal, Community, and Societal Factors

The first major finding is that sexual violence in religious educational settings is the result of a complex interplay between individual beliefs, power relations, cultural norms, and societal structures. At the individual level, personal attitudes toward gender roles and sexuality, heavily influenced by religious teachings, significantly impact behaviors related to sexual violence.

Patriarchal norms and gender-based discrimination contribute to the vulnerability of women in these settings. Wardana et al. (2023) found that in *pesantren* (Islamic boarding schools), gender-based discrimination and power imbalances make women more susceptible to sexual violence. Identity politics and power relations within institutions exacerbate the issue

by creating environments where abuse of power is normalized. Yusup et al. (2023) reported that identity politics and power dynamics significantly impact the incidence of sexual violence in religious higher education environments. Lack of awareness and internal denial among students hinder recognition and reporting of sexual violence. Azmat et al. (2023) noted that Muslim students face barriers such as internal denial and lack of male engagement, which prevent effective mobilization against sexual violence. These individual factors, shaped by interpersonal and societal influences, contribute significantly to the prevalence of sexual violence in religious educational institutions.

At the interpersonal level, power dynamics between students, educators, and religious leaders play a critical role. Asymmetric power relations and patriarchal norms allow authority figures to perpetrate abuse without accountability. Kurniawan and Derajat (2022) highlighted that in Islamic boarding schools, power relations and patriarchal norms contribute to sexual violence, with the TPKS Law being crucial to address these power abuses. The manipulation of religious authority can facilitate sexual harassment. Aziz et al. (2023) found that power imbalances and the misuse of religious authority contribute to sexual harassment in educational settings, making it difficult for victims to challenge perpetrators. The close-knit nature of religious communities can lead to a culture of silence, where victims fear social repercussions. Cleofas (2023) revealed that in Catholic schools in the Philippines, the failure to address sexual abuse cases is often due to the culture of silence and institutional prioritization of reputation over justice. Interpersonal dynamics within religious educational settings significantly influence both the occurrence and management of sexual violence.

At the community and societal levels, cultural and religious norms influence the broader environment in which these institutions operate. Cultural values and religious doctrines can discourage victims from reporting incidents due to the stigma attached to discussing sexual matters. Istiadah et al. (2020) found that in Islamic institutions in Indonesia, cultural-religious values often discourage victims from reporting sexual violence, as such topics are considered taboo. Social stigma and fear of ostracization prevent open discussions about sexual violence, leading to underreporting and isolation of survivors. Putri (2022) noted that survivors of child sexual abuse in religious contexts experience severe mental health impacts due to a lack of community support. Community resistance to gender equality initiatives hampers efforts to address sexual violence effectively. Wardana et al. (2023) emphasized that integrating gender perspectives in *pesantren* is essential but faces resistance due to entrenched cultural norms. Community and societal factors create an environment where sexual violence can occur and remain unaddressed.

2. Effectiveness and Limitations of Existing Programs, Including PMA No. 73 Tahun 2022

The second key finding pertains to the effectiveness and limitations of existing prevention and management programs, particularly legal frameworks like PMA No. 73 Tahun 2022. Legal regulations exist but are often inconsistently applied, limiting their effectiveness in preventing sexual violence.

There are gaps in the implementation of laws concerning sexual violence in educational settings. Arifin et al. (2024) concluded that while legal frameworks exist to prevent sexual violence in Islamic boarding schools and higher education institutions, their inconsistent application limits their effectiveness, calling for enhanced legal enforcement and improved training for educators. Institutions adapt policies to align with religious values, leading to variations in implementation and effectiveness. Angin et al. (2024) found that Muhammadiyah universities in East Java exhibit ambivalence in policy implementation, balancing religious principles with anti-violence policies, resulting in varied effectiveness across institutions. Lack

of resources and gender sensitivity among campus staff hinder program success. Khoiroh et al. (2023) emphasized that while gender-responsive policies and education are crucial, Islamic universities need better resource allocation and improved gender sensitivity among campus staff to effectively implement a zero sexual violence campus policy. The effectiveness of existing programs is limited by inconsistent enforcement, resource constraints, and the need for cultural alignment.

3. Challenges and Opportunities in Creating Supportive Environments for Survivors

The third major finding highlights significant challenges and opportunities in providing adequate support for survivors of sexual violence in religious educational settings. Survivors often face barriers such as lack of mental health resources, social stigma, and institutional inadequacies.

There is a scarcity of psychological support and counseling services within religious schools. Giyantoro et al. (2024) found that victims of sexual violence in Islamic boarding schools experience trauma, depression, anxiety, and social isolation, with negative effects on academic performance, emphasizing the need for targeted psychological support. Cultural and religious values may discourage reporting and open discussions about sexual violence. Setyorini and Andini (2023) indicated that cultural values in Jombang's Islamic boarding schools often hinder victims from coming forward, despite efforts by civil society organizations (CSOs) to promote security against sexual violence. Teachers and staff may lack training and support to effectively assist survivors. Sigad et al. (2024) observed that Christian Arab teachers in Israel struggle with emotional turmoil and rely on religious values like forgiveness but face challenges in balancing cultural expectations, highlighting the need for tailored training. These challenges impede the creation of supportive environments, but opportunities exist through community engagement and partnerships.

4. Opportunities for Improvement

Despite these challenges, several opportunities have been identified to enhance support for survivors and improve prevention efforts. Collaboration with civil society organizations can enhance prevention and support services. Setyorini and Andini (2023) showed that CSOs contribute to prevention and protection in Islamic boarding schools, although they face challenges in implementation due to resource constraints. Integrating gender perspectives and improving gender sensitivity can address power imbalances. Wardana et al. (2023) advocate for integrating gender perspectives in *pesantran* to address violence against women effectively. Implementing culturally sensitive education programs can improve awareness and prevention. Pratiwi et al. (2024) emphasize the need for structured curricula and government involvement to support early childhood educators in teaching sexuality education within Muslim contexts. Legal reforms and stricter enforcement of existing laws can deter potential perpetrators. Arifin et al. (2024) suggest that stronger enforcement and improved training for educators are necessary to close gaps in legal frameworks. Leveraging these opportunities can significantly improve the prevention and management of sexual violence in religious educational settings.

The data collected from the analyzed articles provide valuable insights into the multifaceted nature of sexual violence in Indonesia's religious educational institutions. Understanding the complex interplay of individual, interpersonal, community, and societal factors aids in developing targeted, culturally sensitive interventions. Recognizing the limitations of existing programs highlights areas for policy improvement, and identifying challenges faced by survivors informs the creation of more effective support systems.

Discussion

This study aimed to address three key questions related to the prevention and management of sexual violence in religion-based schools in Indonesia. Through a systematic review of 26 scholarly articles, several insights emerged, offering a deeper understanding of the factors influencing program effectiveness, the impact of cultural, religious, and institutional contexts, and the challenges and opportunities in providing support to survivors.

1. Factors Influencing the Effectiveness of Programs Aimed at Preventing and Managing Sexual Violence in Religion-Based Schools

The effectiveness of sexual violence prevention and management programs in religion-based schools is influenced by program design, stakeholder engagement, and alignment with cultural values. Programs that adopt a holistic approach, integrating education, legal frameworks, and community support, tend to be more successful. A comprehensive approach ensures that all aspects of prevention and response are addressed, from awareness-raising to implementing robust reporting mechanisms and providing support services. Khoiroh et al. (2023) emphasized that strategies and mechanisms to create a zero sexual violence campus at Islamic universities require gender-responsive policies and education, although they noted the need for better resource allocation and gender sensitivity among campus staff. Stakeholder engagement, particularly involving religious leaders, school administrators, and community representatives, lends credibility to initiatives and ensures consistent policy implementation.

Kurniawan and Derajat (2022) highlighted the importance of implementing the TPKS Law to address power abuses leading to sexual violence in boarding schools, emphasizing that the involvement of school authorities is crucial for program success. Alignment with cultural and religious values enhances acceptance among students, staff, and parents. Fitriana et al. (2024) found that kindergarten teachers in Semarang integrated cultural norms with self-protection education, using methods like songs and role-playing to teach boundaries, which was well-received by students and parents. Tailoring programs to resonate with religious teachings increases their effectiveness. Johnson et al. (2016) observed that culturally tailored, peer-led programs at a Christian university in the U.S. were effective in raising awareness on sensitive topics like sexual assault. Programs are most effective when they are comprehensive, culturally sensitive, and involve key stakeholders.

2. Impact of Cultural, Religious, and Institutional Contexts on Implementation and Outcomes

Cultural, religious, and institutional contexts profoundly impact the implementation and outcomes of sexual violence prevention and support initiatives. These contexts can provide a moral framework that promotes respect and protection, reinforcing prevention efforts. Religious teachings emphasizing the dignity and protection of individuals can support the principles behind prevention. Nur et al. (2024) asserted that Islamic sex education helps prevent deviant behaviors and supports moral development, emphasizing the need to integrate Islamic values in sex education to address modern challenges. However, cultural and religious norms can also present barriers, such as stigma associated with reporting sexual violence. Istiadah et al. (2020) found that cultural-religious values often discourage victims from reporting due to taboos around discussing sexuality, leading to underreporting and lack of support. Institutional hierarchies and power dynamics can centralize decisions, making it challenging for survivors' voices to be heard. Muhsin et al. (2021) revealed that patriarchal norms and power structures in Islamic higher education institutions perpetuate sexual violence, suggesting the need for policy reform that aligns religious values with human rights.

The misuse of religious authority can facilitate abuse and hinder prevention efforts. Haitsam et al. (2023) found that in boarding schools and universities, power imbalances and

manipulation of religious authority contribute to sexual harassment, making it difficult for victims to challenge perpetrators. Ambivalence in policy implementation due to balancing religious principles with anti-violence policies can lead to variations in effectiveness. (Evidence 5) Angin et al. (2024) noted that Muhammadiyah universities adapt policies to align with Islamic values, resulting in variations in implementation across institutions. (Reason 6) The perception of lower incidence of sexual violence in religious institutions can mask underlying issues due to underreporting. (Evidence 6) Vanderwoerd and Cheng (2017) found that while Christian colleges in Ontario reported lower rates of sexual violence compared to secular institutions, this may be attributed to the "moral community" effect, where cultural and religious factors contribute to underreporting rather than lower actual incidence. Understanding the impact of cultural and religious contexts is crucial for accurately assessing and addressing sexual violence in religious educational settings.

3. Challenges and Opportunities in Developing Supportive Environments for Survivors

Creating supportive environments for survivors involves navigating significant challenges but also presents opportunities for improvement. A major challenge is the lack of mental health resources and professional counseling services in many religion-based schools. Resource constraints leave survivors without necessary care for trauma and recovery. Giyantoro et al. (2024) found that victims in Islamic boarding schools experienced severe psychosocial impacts due to inadequate support, emphasizing the need for targeted psychological assistance. Cultural stigma surrounding discussions of sexual violence discourages survivors from seeking help. Putri (2022) reported that survivors faced shame, guilt, and fear of being blamed, leading to reluctance in reporting and hindering their recovery process. Institutional reluctance to address the issue openly can prioritize reputation over justice for survivors. Cleofas (2023) highlighted that Catholic schools in the Philippines often failed to handle abuse cases effectively due to a culture of silence and a focus on preserving institutional reputation.

Teachers and staff may lack training and support to effectively assist survivors. Bar Gosen et al. (2024) found that Israeli Druze and Muslim Arab kindergarten teachers struggled with balancing community expectations, religious values, and professional responsibilities when facing child sexual abuse cases, highlighting the need for comprehensive support that considers religious and cultural factors. Institutional failure to effectively handle abuse cases can perpetuate a culture of silence and hinder support for survivors. Bojanowski (2024) observed that in Catholic schools in Poland, while prevention documents exist, continuous updates and training are required to adapt to emerging challenges and ensure the safety of minors. Educators may experience emotional turmoil and lack adequate training to handle cases of sexual violence effectively. Sigad et al. (2024) observed that Christian Arab teachers in Israel faced challenges in coping with child sexual abuse among their pupils, underscoring the need for tailored training and support for educators. These challenges underscore the need for improved support structures and cultural shifts within institutions.

Despite these challenges, there are notable opportunities for enhancing support for survivors. Collaboration with civil society organizations (CSOs) can provide expertise and resources to supplement institutional capacities. Setyorini and Andini (2023) demonstrated that CSOs in Jombang contributed to prevention and protection efforts in Islamic boarding schools, despite facing challenges due to limited resources. Involving survivors in shaping support services can make systems more responsive and sensitive to their needs. Putri (2022) highlighted the importance of creating supportive environments within religious institutions to aid in survivors' recovery, suggesting that their involvement can improve awareness and responsiveness. Legal reforms and stricter enforcement can enhance protection. Arifin et al.

(2024) suggested that while legal regulations exist, their inconsistent application limits effectiveness, calling for enhanced legal enforcement, awareness programs, and training for educators and staff to create safer educational environments. Implementing comprehensive sex education can prevent abuse and support moral development. Fitriana et al. (2024) and Nur et al. (2024) both emphasized the need for sex education within the Islamic paradigm to prevent deviant behaviors and support children's understanding of self-protection. Integrating gender perspectives can address power imbalances and improve protection. Wardana et al. (2023) called for integrating gender perspectives in *pesantren* to effectively address violence against women. Leveraging these opportunities can significantly improve the support environment for survivors, fostering trust and encouraging others to come forward.

The effectiveness of sexual violence prevention and management programs in religion-based schools is closely tied to stakeholder involvement, cultural alignment, and the provision of holistic support. While cultural and religious contexts can present barriers to openness, they also offer a moral foundation for prevention if managed effectively. Engaging religious leaders and aligning programs with cultural values can enhance acceptance and effectiveness. Programs endorsed by religious authorities and integrated with religious teachings have shown increased effectiveness in changing attitudes and behaviors (Mulyani, 2020; Pratiwi et al., 2024; Johnson et al., 2016). Addressing resource limitations, strengthening legal frameworks, and building strong partnerships with community organizations are essential for creating environments that support survivors and foster a culture of safety and accountability. This comprehensive approach can help religion-based schools navigate the challenges while capitalizing on the opportunities to improve prevention and support mechanisms for sexual violence.

Conclusion

The most significant finding of this study is that sexual violence in Indonesia's religious educational institutions is a complex issue influenced by individual beliefs, interpersonal relationships, community norms, and societal structures. This underscores the necessity of an ecological approach to effectively understand and address the multifaceted nature of the problem. By recognizing how patriarchal norms, power dynamics, and cultural stigmas intertwine to perpetuate sexual violence, stakeholders can develop interventions that target these root causes. For instance, Wardana et al. (2023) revealed that gender-based discrimination and power imbalances in *pesantren* make women more susceptible to abuse, while Yusup et al. (2023) highlighted the impact of identity politics and power relations on the incidence of sexual violence in religious higher education environments. Addressing sexual violence in these settings requires comprehensive strategies that simultaneously consider factors at the individual, interpersonal, community, and societal levels, ensuring that solutions are both effective and culturally appropriate.

This research contributes to the academic discourse by applying the ecological framework to the specific context of sexual violence in Indonesia's religious educational settings, thereby enriching the understanding of how various factors interact to influence both the occurrence and management of such violence. This integrative approach fills a gap in existing literature, where analyses often consider factors in isolation rather than in concert. By synthesizing findings from 26 scholarly articles, the study offers nuanced insights into the roles of cultural and religious contexts, power structures, and individual attitudes. For example, Kurniawan and Derajat (2022) emphasized the importance of legal frameworks like the TPKS Law in addressing power abuses, and Pratiwi et al. (2024) discussed how integrating Islamic teachings into sexuality education enhances program acceptance. These contributions provide a foundation for future research and inform the development of more effective, culturally

sensitive interventions and policies aimed at preventing and managing sexual violence in religious educational institutions.

While the study offers valuable insights, it also has limitations that must be acknowledged. Reliance on existing literature may not fully capture recent developments or the current state of program implementations, and cultural stigmas may lead to underreporting of incidents, affecting the comprehensiveness of the findings. Such limitations suggest that certain aspects of the issue might be underrepresented or outdated, potentially influencing the study's conclusions. For instance, the impacts of newly implemented policies like PMA No. 73 Tahun 2022 and the TPKS Law might not be thoroughly assessed due to the timing of the reviewed studies. To address these gaps, future research should involve primary data collection, include voices from survivors and practitioners, and employ longitudinal designs to evaluate the long-term effectiveness of interventions. Such efforts will enhance the understanding of sexual violence in religious educational settings and support the development of more effective strategies to combat it.

Bibliography

- Ahmad, S., & Zulkarnain, A. (2019). Power dynamics in Indonesian Islamic boarding schools. *Journal of Educational Sociology*, 12(3), 45-59.
- Angin, R., Fauziah, F., & Haerah, K. (2024). The Phenomenon of Ambivalence in Policy Implementation: How Muhammadiyah Universities Protect Women against Sexual Violence. *Journal of Government and Civil Society*, 8(1), 21-42.
- Arifin, Z., et al. (2024). Formulation of Legal Regulations for the Prevention of Sexual Violence.
- Aziz, H. F., Akbar, F. D. A., Jennyka, I., Yasmin, A., & Meidy, A. M. N. Sexually Harassment in Boarding Schools and Universities: Study of The Relationship between Perpretator and Victims. *At Tuhfah: Jurnal Studi Keislaman*, 12(2), 27.
- Azmat, A., Khayr, Y., Mohajir, N., Reyna, M., & Spitz, G. (2022). "They Sit with the Discomfort, They Sit with the Pain Instead of Coming Forward": Muslim Students' Awareness, Attitudes, and Challenges Mobilizing Sexual Violence Education on Campus. *Religions*, 14(1), 19.
- Bar Gosen, N., Sigad, L. I., Shaibe, J., Halaby, A., Lusky-Weisrose, E., & Tener, D. (2024). "We Need to Raise Awareness and Never Give Up": Israeli Druze and Muslim Arab Kindergarten Teachers' Proactivity When Facing the Sexual Abuse of Their Students. *Behavioral Sciences*, 14(2), 142.
- Bojanowski, W. (2022). Protection of Minors Against Sexual Abuse on the Example of the Document Prevention of Sexual Violence Against Students in a Catholic School. *Studia Paedagogica Ignatiana*, 25(4), 131-151.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- Budianto, A. (2021). Evaluating PMA No. 73 Tahun 2022 in religious schools. *Journal of Policy Analysis*, 10(1), 88-102.
- Cleofas, J. A. (2023). Becoming whole again: The goal of women's struggle against sex abuse in Catholic schools in the Philippines. *Acta Theologica*, 123-146.
- Fitriana, S., Rakhmawati, E., & KUSDARYANI, W. (2024). Teachers' Perception: Self-protection in Children as a Prevention Against Sexual Violence. *KnE Social Sciences*, 667-681.
- Giyanoro, E. G., & Suharso, P. (2024). The Psychosocial Impact of Sexual Violence on Santri In Religious Education Institutions. *Social Science Studies*, 4(4), 292-303.
- Handayani, L., & Putra, D. (2021). Implementing ecological frameworks in Indonesian educational policy. *Education Policy Analysis Archives*, 29(15), 200-215.

- Indonesian Ministry of Religious Affairs. (2022). PMA No. 73 Tahun 2022 on the Prevention and Handling of Sexual Violence in Religious Educational Institutions.
- Istiadah, I., Indah, R. N., & Rosdiana, A. M. (2020, July). Cultural religious challenges in handling sexual violence cases in Indonesian Islamic institutions.
- Johnson, A., Butcher, M., Thomas, K. H., Jemsek, J., & Shields, M. M. (2016). Stopping Sexual Assault on Private College Campuses: Impact Evaluation of a Prevention and Awareness Intervention Conducted with Community Partners at a Christian University. *Journal of Health Education Teaching*, 7(1), 23-31.
- Johnson, M., & Lee, K. (2019). Interconnected factors in educational abuse cases. *International Journal of Social Research*, 16(2), 134-150.
- Karim, R., & Dewi, S. (2020). Longitudinal studies on educational interventions. *Education Research Quarterly*, 43(3), 215-230.
- Syakur, A., & Huriyah, L. (2023). Strategies and Mechanisms to Create a Zero Sexual Violence Campus: Studies at UIN Mataram and IAIN Ponorogo. *Muwazah: jurnal kajian gender*, 15(2), 183-206.
- Komnas Perempuan (National Commission on Violence Against Women). (2021). Annual Report on Violence Against Women.
- KPAI (Indonesian Child Protection Commission). (2022). Survey on Parental Confidence in School Safety.
- Kurniawan, T., & Derajat, A. Z. (2022). Tpks Law as an Effort to Prevent Relations of Power in Sexual Violence in Religious Education Institutions. *HUMANISMA: Journal of Gender Studies*, 6(2), 166-181.
- Lestari, P., et al. (2019). School environment and student reporting behaviors. *Indonesian Journal of Education*, 7(2), 120-135.
- MoEC (Ministry of Education and Culture). (2020). Guidelines on Child Protection in Schools.
- Muchtar, N., & Laili, F. (2020). Socioeconomic factors affecting reporting of abuse. *Journal of Social Issues in Southeast Asia*, 35(2), 205-220.
- Muhsin, I., Ma'mun, S., & Nuroniyah, W. (2021). Sexual violence in an islamic higher education institution of indonesian: A maqasid al-shariah and foucauldian perspective. *Samarah: Jurnal Hukum Keluarga dan Hukum Islam*, 5(1), 127-152.
- Mulyani, S. (2020). Community engagement in combating sexual violence. *Community Development Journal*, 55(4), 712-728.
- Ningsih, E., & Prasetyo, B. (2018). Social stigma and sexual violence in rural Indonesia. *Journal of Rural Studies*, 60, 123-131.
- Ningsih, E., & Prasetyo, B. (2018). Social stigma and sexual violence in rural Indonesia. *Journal of Rural Studies*, 60, 123-131.
- Nugroho, A., & Sari, M. (2021). The effectiveness of integrated public health interventions. *Public Health Indonesia*, 7(1), 50-65.
- Nur, H. U., Ifadah, B. I., Sunfiana, I., & Syafa'ah, N. S. D. (2024). The Urgency of Sex Education for Adolescents in the Islamic Religious Education Paradigm. *AJER: Advanced Journal of Education and Religion*, 1(1), 23-30.
- Pratama, F., & Widodo, T. (2018). Educational interventions to reduce harassment. *International Journal of Education*, 10(3), 250-265.
- Pratiwi, D. (2017). Gender norms and sexual violence in Indonesian schools. *Journal of Gender Studies*, 5(1), 80-95.
- Pratiwi, H., Suyanto, S., & Yarliani, I. (2024). Exploring the Experiences of Muslim Early Childhood Educators in Teaching Sexuality Education. *Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi)*, 10(1), 127-140.

- Putri, A. (2022). Understanding Child Sexual Abuse in the Religious Contexts in Indonesia through a Lived Experience. *Salasika*, 5(1), 11-20.
- Rahman, E. Y., & Maulana, A. D. (2024). Addressing Sexual Violence in Islamic Boarding Schools: A Study on Santri Perceptions and Institutional Responses. *Journal of Social Knowledge Education (JSKE)*, 5(3), 113-124.
- Setiawan, R., et al. (2019). Internal handling of abuse cases in educational institutions. *Child Abuse & Neglect*, 98, 104233.
- Setyorini, I. D., & Andini, A. N. (2023). Breaking The Silence: Civil Society Organizations Promoting Women's Personal Security.
- Sigad, L. I., Shehadeh, K., Lusky-Weisrose, E., & Tener, D. (2024). "We Try to Fix Things Quietly, and We Do Not Take Revenge": Christian Arab Teachers' Experiences Coping with Child Sexual Abuse Among Their Pupils in Israel. *Journal of interpersonal violence*, 39(7-8), 1785-1810.
- Siregar, T. (2019). Authority and obedience in religious education. *Indonesian Journal of Educational Review*, 11(1), 67-81.
- Smith, J., & Jones, L. (2018). Limitations of isolated intervention strategies. *International Journal of Social Research*, 15(4), 200-215.
- Suryani, N. (2018). Family responses to sexual violence in Indonesia. *Family Journal*, 26(3), 245-252.
- Suryani, N. (2018). Victim-blaming attitudes in Indonesian communities. *Family Journal*, 26(3), 245-252.
- Utami, S., & Rahardjo, W. (2018). Knowledge gaps and vulnerability to abuse. *Journal of Adolescent Health*, 62(2), 158-165.
- Vanderwoerd, J. R., & Cheng, A. (2017). Sexual Violence on Religious Campuses. *Canadian Journal of Higher Education*, 47(2), 1-21.
- Wardana, K. A., Rahayu, R., & Sukirno, S. THE LONG AND WINDING ROAD: CONFRONTING SEXUAL VIOLENCE ON WOMEN IN PESANTREN. *Masalah-Masalah Hukum*, 52(3), 217-226.
- Wijayanti, L., & Hartono, D. (2020). Policy implementation and community involvement. *Policy Studies Journal*, 48(4), 1025-1042.
- Yusuf, M., & Harahap, R. (2019). Moral education and behavioral outcomes in Indonesian Islamic schools. *Journal of Moral Education*, 48(2), 230-242.
- Yusup, A., Komariah, S., & Nurbayani, S. (2023). Identity Politics & Power Relations Against Sexual Violence in Religious Higher Education Environment. *Jurnal Paedagogy*, 10(3), 831-838.