

Education on Preventing Sexual Harassment and Violence on Social Media: A Healthy Relationships Movement for Students at SMP Negeri 7 Muaro Jambi

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Abstract: The use of social media without adequate digital literacy understanding also increases the risk of online sexual harassment and violence. Therefore, comprehensive and sustainable educational interventions are needed to raise students' awareness of the forms of sexual harassment and violence. This community service is crucial to encourage prevention efforts through an educational approach that is youth-friendly, contextual, and participatory, so that students are not only able to recognize forms of violence, but also able to protect themselves, build healthy relationships, and become agents of change in their environment. This community service activity uses a Participatory Action Research (PAR) approach. Participants in this community service can be actively involved in the process of identifying daily problems, then planning, implementing, reflecting, and evaluating them. The objectives of this Community Service are: (a) Increasing students' understanding of forms of sexual harassment and violence on social media, both explicit and covert; (b) Building students' critical awareness of the importance of maintaining boundaries and ethics in interacting in digital spaces; (c) Educating students about the concept of healthy relationships, which are based on respect, equality, and healthy communication; (d) Encouraging students' active participation in sexual violence prevention campaigns, especially on social media, through creative approaches based on their experiences; and (e) Cultivating a safe, inclusive, and violence-free school culture, through collaboration between schools, parents, and the community.

BACKGROUND

High internet usage among children and adolescents needs to be balanced with adequate protection. Research shows that 1 in 12 children experience online sexual abuse exploitation (Kompas, 2024). OCSEA (Online Child Sexual Exploitation and Abuse) is a form of violence against children that is increasingly worrying in today's digital era. Based on data from the Online Information System for the Protection of Women and Children (Simfoni PPA), recorded from January to June 2024, there were 7,842 cases of violence against children with 5,552 female victims and 1,930 male victims, where cases of sexual violence ranked first in terms of the highest number of victims from 2019 to 2024 (KEMENPPA, 2024). The reality above shows that children and adolescents have minimal knowledge about sexual harassment and violence in cyberspace (Priyatna et al., 2023). Knowledge about sexual harassment is still very limited, they only have an understanding that some forms encountered include catcalling, being touched by the opposite sex to being teased about body shape (Lubis & Rahmayanty, 2024). Students need sexual knowledge that can protect them from falling into things that involve pornography, sexual harassment, and even sexual violence (Prawismo et al., n.d.).

SMP Negeri 7 Muaro Jambi is a public junior high school located in Muaro Jambi Regency, Jambi Province. The school has a large student population with diverse social and cultural backgrounds. Based on initial communications and observations with the school, it was discovered that most students actively use social media platforms such as WhatsApp,

Instagram, TikTok, and Facebook as part of their daily lives, whether for communication, entertainment, or learning.

However, students' use of social media is not yet accompanied by an adequate understanding of digital ethics, self-protection, and the risks that may arise, including the potential for online sexual harassment and violence. The school acknowledged that they do not yet have a specific educational program that explicitly addresses these issues systematically with students. Guidance and counseling teachers also face limitations in presenting material on digital sexual violence, as the issue is still considered sensitive and taboo in the school environment.

Based on initial interviews with teachers and education staff, as well as exploratory questionnaires administered to some students, several issues faced by partners can be summarized as follows: (1) Lack of digital literacy regarding sexual harassment and violence on social media. Students do not understand that actions such as sexual comments, unwanted private messages, or the unauthorized sharing of personal content fall under the category of digital sexual violence; (2) Lack of student understanding of healthy relationships and gender equality. Students have a biased understanding of gender roles in friendships and social relationships. This has the potential to create unequal relationships and vulnerability to violence or emotional manipulation; (3) The absence of specific and interactive educational programs related to the issue of sexual violence in digital spaces. Material on sexual violence is usually presented in general terms and does not

specifically address the dynamics that occur on social media; (4) Low student involvement in social awareness campaigns. There is no space or program that actively involves students as agents of change in creating a safe and inclusive school culture.

By looking at the existing situation and problems, this community service activity is designed to directly address the needs of partners through an educational approach that is on target, communicative, and appropriate to the context of today's youth lives.

METHOD

This community service activity uses a Participatory Action Research (PAR) approach. This approach is highly relevant to the objectives of this community service. Participants in this community service can be actively involved in the process of identifying daily problems, then planning, implementing, reflecting, and evaluating them. PAR is characterized by active participants who are participatory, collaborative, and oriented towards concrete actions that lead to desired change (Mastanora & Khairunnisa, 2025).

This activity involved 30 students from SMP Negeri 7 Muaro Jambi. 30 students are representatives from each class, who are expected to disseminate the good practices they have gained from participating in this series of activities.

RESULTS AND DISCUSSION

The Community Service Education Program for the Prevention of Sexual Harassment and Violence on Social

Media has been completed. The implementation of this community service program received full support from the school, and the school welcomed the activity. The school sincerely hopes that this activity will enhance students' understanding. Furthermore, the school stated that this activity should be continued with other activities that can enhance students' understanding in various personal, social, academic, and career areas. The PAR approach is implemented through student activeness that takes place during discussions during the delivery of material, the process of collecting data related to activities and students are asked to continue to campaign actively both based on behavioral contracts and when actively involved in interacting with friends who do not participate in activities directly. Several targeted topics were presented to students through various activities and materials, as follows:

Interactive Education "Beware, Prevent, Avoid"

This material covered several key points, including (a) types of sexual violence on social media; (b) the psychological and legal impacts of digital harassment; and (c) self-protection and reporting strategies. Students achieved a strong understanding of this material, as reflected in the discussions between the students and the presenters and within their groups. The discussion was not one-way; students actively raised their hands and discussed real-life experiences they had both outside the school environment and when using social media online.

During this educational session, students were seen to be able to recognize the various information provided by the presenter. Not only did they recognize this information, but they also began to understand various forms of sexual harassment, both in person and on social media. Several students also shared their experiences of being catcalled outside of school by middle-aged men.



Picture 1. Interactive Education "Beware, Prevent, Avoid"

Introduction to the Concept of Healthy Relationships

This topic addresses several important issues related to friendship ethics, which are often overlooked due to the close relationships that students develop in the classroom, at school, and on social media. Some of the material presented covered: (a) equality in relationships; (b) the right to personal privacy; and (c) assertive and respectful communication.

During discussions with students, they realized that many daily activities do not reflect good friendship ethics. Harassment also occurs in the form of photos of students on social media accounts that are edited and shared as jokes, either by strangers or by friends with the intention of joking. This indicates that students do not yet fully understand the importance of

maintaining healthy friendships. After listening to this educational material, they realized their understanding has increased and they regretted any jokes they had made. Several students who were perpetrators apologized during the discussion and promised not to repeat such actions, which could hurt their friends. Instilling strong ethical values in children and adolescents begins with a proper understanding of ethical values themselves. This is the responsibility of adults who understand this (Zubaidah et al., 2024)



Picture 2. Introduction to the Concept of Healthy Relationships

"Healthy Relationship Movement" Campaign

After completing the presentation, students initiated a creative student-led movement to conduct a campaign to prevent sexual harassment and violence. This campaign also included a student commitment to healthy behavior and to promote it within the school environment with other students. This commitment was demonstrated through each student signing an X-Banner. This X-Banner will be left at school, specifically in front of the Guidance and Counseling room, as a reminder to students of their declared commitment.

The use of this X-Banner serves the same principle as a behavioral contract for students.

Not only students, but also teachers in attendance pledged to continue supporting student interactions at school. Teachers will guide students until negative behaviors are reduced and every interaction that builds healthy relationships is internalized within the students.



Picture 3. Healthy Relationship Movement Campaign

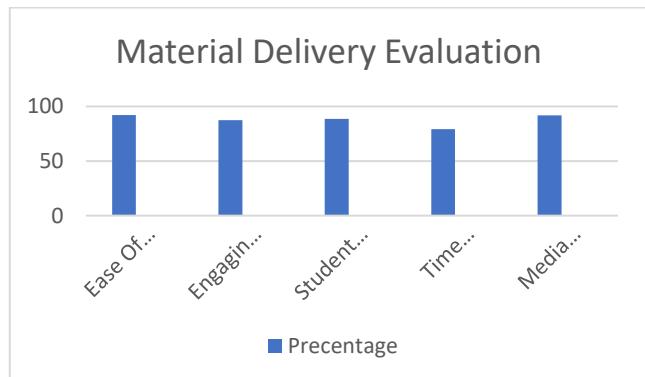
Material Delivery Evaluation

After all material sessions and community service campaigns were completed, students completed a questionnaire to evaluate the material. Some of the indicators assessed were: ease of understanding and usefulness of the material, engaging delivery, student comprehension after the material was presented, time efficiency in delivering the material, and media utilization. The results of the questionnaire distribution are as follows:

Table 1. Material Delivery Evaluation

Indicators	Percentage	Categorization
Ease Of Understanding and Usefulness of The Material	92	Very High
Engaging Delivery	87,5	High
Student Comprehension After the Material Was Presented	88,75	High
Time Efficiency in Delivering the Material	79,2	High
Media Utilization	91,7	Very High

Chart 1. Material Delivery Evaluation



The material indicator is easy to understand and useful and is in the very high assessment category with a percentage of 92%, the indicator of interesting material delivery (87.5%),

student understanding (88.75%) and efficient use of time (79.2%) is in the high category, while the media usage indicator is in the very high category with a percentage of 91.7%. The material presented also included identifying the factors causing sexual violence in cyberspace and the negative consequences it can cause (Darwin et al., 2025). The increased student understanding indicates that the material was easy to understand and relevant to students' needs in light of current digital technology developments.

This data indicates that the community service program has been implemented effectively. This is reflected in each indicator being categorized as high and very high. Furthermore, the data demonstrates that students were actively engaged during the material sessions, which then manifested itself in their commitment during the campaign sessions. This program emphasizes the importance of a collaborative approach involving children, parents, caregivers, and communities in creating a safe and child-friendly digital environment (Yulianti et al., 2024).

Conclusion

The community service activity entitled "Education on Preventing Sexual Harassment and Violence on Social Media: A Healthy Relationship Movement for Students at SMP Negeri 7 Muaro Jambi" was successfully implemented and achieved its intended objectives.

Through three main sessions: (1) Beware, Prevent, Avoid, (2) Building Healthy Relationships on Social Media, and (3) The Healthy Relationship Movement Campaign, participants significantly improved their understanding of forms of sexual harassment, prevention methods, and the importance of building respectful relationships. The active participation of students, teachers, and school officials demonstrated a high level of enthusiasm for child protection and digital safety.

Similar activities can be expanded to other schools as a model for program replication and dissemination. Universities need to strengthen collaborative research based on community service outcomes to support violence prevention policies in educational settings.

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