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## **Collaborative Strategy of School and Parents in Preventing Sexual Violence Among Students at MAPN Koya Barat**

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### **ABSTRACT**

*Sexual violence against students in educational settings remains a critical child protection concern requiring coordinated multi-level responses. This study analyses the collaborative strategies employed between schools and parents in preventing sexual violence against students at MAPN Koya Barat, Kota Jayapura, Papua, Indonesia. A qualitative case study design was adopted, with data collected through in-depth interviews, participatory observation, and documentation study involving school principals, TPPK members, guidance and counselling teachers, homeroom teachers, student council representatives, school committee members, religious figures, school supervisors, and community leaders. Data were analysed using the interactive model of Miles, Huberman, and Saldana, incorporating reduction, display, and conclusion drawing. Findings reveal that school-parent collaboration is implemented through six integrated dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Each dimension functions as a distinct protective mechanism that collectively forms a protective educational ecosystem extending child protection across institutional, family, and community levels. Cultural and religious values specific to the Papuan border community context are embedded within each dimension, strengthening the contextual applicability of the collaborative model. These findings extend Epstein's parental involvement framework beyond academic achievement toward a child protection orientation and integrate it with Bronfenbrenner's ecological model. The study offers a replicable, culturally sensitive model of school-parent collaboration relevant to faith-based and border community schools across Eastern Indonesia.*

**Keywords:** *Child Protection, Collaborative Strategy, Parental Involvement, School-Parent Partnership, Sexual Violence Prevention*

## INTRODUCTION

Sexual violence against school-age students represents one of the most serious violations of children's rights, with far-reaching consequences for their physical, psychological, and academic development. The impacts of such violence extend well beyond immediate physical harm, as survivors frequently experience long-term psychological sequelae including post-traumatic stress disorder, depression, diminished self-confidence, and sustained disruption to academic functioning (Guastaferrero et al., 2023; Rudolph et al., 2024). The World Health Organization has identified sexual violence against children as a global public health concern requiring coordinated and multi-level prevention responses (WHO, 2020). In the Indonesian context, the protection of children from sexual violence is affirmed in Undang-Undang Nomor 35 Tahun 2014 on Child Protection, which establishes that safeguarding children from all forms of sexual abuse constitutes a shared moral, social, and institutional responsibility.

Sexual violence against children has become a serious concern for various international organizations. UNICEF estimates that one in eight women and one in eleven men have experienced rape or sexual violence during childhood, based on nationally representative household surveys published between 2010 and 2022 (Cagney et al., 2025). These findings are reinforced by a systematic review and meta-analysis involving 958,182 children from 80 countries, which shows that 8.7% of children have experienced physical contact sexual violence in their lifetime, and 6.1% have experienced forced sexual intercourse (Piolanti et al., 2025). These data confirm that sexual violence against children is not merely an individual phenomenon, but a global systemic problem that requires a structured, comprehensive institutional response involving all education stakeholders simultaneously.

Schools are intended to function as safe environments in which children can learn and develop to their full potential. A collaborative school environment plays a significant role in supporting the holistic development of students (Anawati et al., 2025). However, evidence consistently indicates that sexual violence against children and adolescents remains a persistent and serious problem within educational settings (WHO, 2020). Research has identified several contributing factors, including the absence of structured prevention education, inadequate supervision systems, and insufficient parental involvement in child protection mechanisms (Paul et al., 2021). One case that illustrates this institutional vulnerability is the incident at SMPN 8 Kota Jayapura, in which a teacher perpetrated sexual violence against a thirteen-year-old student. This case not only constituted a profound violation of professional ethics and educational values but also exposed the fragility of child protection systems within schools. Wahyuni et al. (2024) affirm that open and consistent communication between parents and

children serves as one of the most critical preventive mechanisms against sexual risk and its negative consequences.

A growing body of research has established that effective prevention of sexual violence in schools requires the active participation of parents as strategic partners. Parental involvement has been widely recognised as an underutilised yet powerful resource in child sexual abuse prevention programmes. Russell et al. (2024) conducted a systematic review demonstrating that when parents are actively engaged in child-focused prevention education, children develop substantially stronger protective knowledge and avoidance behaviours. Guastaferrero et al. (2023) found that school-based sexual abuse prevention programmes generate significant and durable knowledge gains among students, particularly when implemented with systematic fidelity over an extended period. Rudolph et al. (2024) further confirmed that structured parental involvement in prevention programmes is associated with meaningful improvements in parental protective responses and child safety outcomes. Collectively, these findings establish that school-parent collaboration is not supplementary to prevention efforts but constitutes a core mechanism through which child safety is sustained.

Beyond the specific domain of sexual abuse prevention, research on school-family partnerships demonstrates that structured and sustained collaboration between schools and parents produces consistently positive outcomes across multiple dimensions of student wellbeing. Epstein (2018) identified six forms of parental involvement — parenting, communicating, volunteering, learning at home, decision making, and collaborating with community — as an integrated operational framework for building effective school-family-community partnerships. Maryanto et al. (2025) demonstrated that organisational trust and institutional culture are foundational conditions for sustaining collaborative commitments among school stakeholders. Lu et al. (2023) confirmed through a realist review that school-based child protection programmes are most effective when they incorporate mechanisms for parent-school communication and shared monitoring of children's wellbeing. Walsh et al. (2015) similarly reported that school-based intervention programmes for child sexual abuse prevention produce stronger and more durable outcomes when they engage families as active participants rather than passive recipients of information.

Despite the accumulation of evidence supporting school-parent collaboration in child protection, significant gaps remain in the existing literature. The majority of studies have been conducted in metropolitan or Western contexts and tend to treat parental involvement as a general academic support strategy rather than as a targeted and structured response to the specific risk of sexual violence. Studies that examine collaborative prevention models in border regions, indigenous or multicultural communities, or faith-based educational institutions — particularly in Eastern Indonesia — are scarce. Moreover, prior research has largely focused on documenting general risk factors or evaluating standardised programme outcomes,

without adequately examining how contextual, cultural, and religious values can be integrated into school-parent collaboration as a locally grounded prevention strategy. This gap limits the applicability of existing models to schools operating in socially complex and geographically marginal settings such as Koya Barat, Kota Jayapura, Papua.

The novelty of this study lies in its contextually grounded approach to collaborative prevention, developed within the specific socio-cultural conditions of Kota Jayapura. MAPN Koya Barat is situated in Distrik Muara Tami, at the border between the Republic of Indonesia and Papua New Guinea, a location characterised by high population mobility, heterogeneous social interaction, and elevated social vulnerability, including heightened exposure to sexual risk among children. Unlike prior studies that have applied general frameworks to mainstream educational contexts, this study anchors its analysis in local community dynamics and uses those dynamics as the basis for designing an applicable and sustainable collaborative prevention strategy. The study integrates Epstein's (2018) six-dimension parental involvement framework with Permendikbudristek Nomor 46 Tahun 2023 on the Prevention and Management of Violence in Educational Settings, providing both a normative policy foundation and an operational theoretical basis for examining how schools and parents can work together in the prevention of sexual violence.

This study therefore aims to analyse the collaborative strategies employed between schools and parents in the prevention of sexual violence against students at MAPN Koya Barat, Kota Jayapura, Papua. Guided by Epstein's (2018) framework and informed by Bronfenbrenner's (1981) ecological model of human development, the study examines how each dimension of parental involvement functions as a protective mechanism within the school's institutional and community context. The findings are expected to extend the theoretical application of Epstein's model beyond academic achievement outcomes toward a child protection orientation, and to offer a replicable, culturally sensitive model of school-parent collaboration that may serve as a practical reference for schools in Papua and Eastern Indonesia seeking to strengthen their child protection systems.

## **RESEARCH METHODOLOGY**

This study employed a qualitative approach with a case study design, as qualitative research is most appropriate when the aim is to understand the meaning, practice, and dynamics of a social phenomenon from the perspective of participants within their natural environment (Creswell & Creswell, 2023; Creswell & Poth, 2024). A case study design was selected because it enables intensive and holistic exploration of a system that is bound to a specific location and institutional context (Merriam & Tisdell, 2016; Yin, 2018). This design is particularly suited to the present study, as the collaborative strategies under examination are deeply

embedded within the institutional, social, and cultural context of MAPN Koya Barat, Kota Jayapura, Papua. The research was conducted at this school through purposive site selection, informed by its unique socio-cultural characteristics as a school located in a border region and its active implementation of child protection programmes.

Research participants were determined through purposive sampling, a technique that selects participants on the basis of their direct involvement, relevant knowledge, and strategic roles in the phenomenon under study (Patton, 2015). Participants included the school principal, the chairperson of the Violence Prevention and Management Team (TPPK), the guidance and counselling teacher, homeroom teachers, the chairperson and secretary of the student council (OSIS), the school committee chairperson, religious figures, school supervisors, and community leaders. This multi-actor composition was designed to generate diverse perspectives and enrich the depth of data. Data were collected through three complementary techniques: in-depth interviews to explore participants' experiences, perceptions, and collaborative practices; participatory observation to capture social interactions and programme implementation in the school's natural setting; and documentation study involving analysis of school policies, TPPK work plans, committee meeting minutes, and activity reports related to sexual violence prevention.

Data analysis followed the interactive model of Miles et al. (2020), comprising three iterative stages: data reduction, data display, and conclusion drawing and verification. This process occurred simultaneously throughout data collection, allowing patterns, themes, and propositions to emerge progressively. A thematic approach was applied to identify connections between empirical findings and the theoretical framework (Braun & Clarke, 2022). Data credibility was established through extended engagement in the research setting, source and technique triangulation by cross-checking information across participants and against observational and documentary evidence, and member checking to confirm the accuracy of the researcher's interpretations. The study was conducted in accordance with qualitative research ethics principles, including informed consent, data confidentiality through participant anonymisation, institutional approval, and the full right of participants to withdraw at any time without consequence.

## **RESULT AND DISCUSSION**

Research findings indicate that the collaborative strategies between schools and parents in the prevention of sexual violence against students at MAPN Koya Barat are implemented through six dimensions of parental involvement as identified by Epstein (2018): parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Importantly, this study does not merely confirm the relevance of this framework in a new context but demonstrates how each dimension functions simultaneously as a protective

mechanism within the ecological framework of human development proposed by Bronfenbrenner (1981). The collaboration that emerged is therefore not simply administrative participation but constitutes a protective educational ecosystem that collectively strengthens the child protection system at the institutional, family, and community levels. Maryanto et al. (2025) affirm that organisational culture and trust within schools enhance teacher commitment and the effectiveness of institutional cooperation, conditions that proved foundational to the collaborative strategies documented in this study.

The synergy between school and parents enables open communication, shared supervision, and the internalisation of self-protection values among students both at school and at home. This collaboration also strengthens the social support network involving teachers, parents, and the surrounding community in the early detection and prevention of sexual violence. In this context, active parental involvement functions not only as support for school programmes but also as a preventive strategy that extends the protective space for children through consistent interaction across the family, school, and community environments. The effectiveness of sexual violence prevention in educational settings is therefore substantially shaped by the quality of partnership that is built and sustained between schools and parents over time.

### **Parenting as the Foundation of Primary Protection**

The parenting dimension reveals that the school has played an active role in guiding parents through structured socialization sessions, regular meetings, consultations with the guidance and counselling teacher, digital communication channels, and collaborative problem-handling between parents and the school, as reflected in the following interview excerpts.

*“Sebagai lembaga berbasis Islam, madrasah tidak hanya berfungsi sebagai tempat transfer ilmu pengetahuan, tetapi juga sebagai wahana pembentukan akhlak dan perlindungan anak” (In-1)*

*“As an Islamic-based institution, the madrasah does not only function as a place for transferring knowledge but also as a vehicle for character formation and child protection.” (Informant 1)*

*“Salah satu peran utama tim adalah membantu orang tua memahami tanda-tanda kerentanan anak terhadap kekerasan seksual. Upaya tersebut dilakukan melalui sosialisasi pada pertemuan orang tua, pemberian informasi dan edukasi, komunikasi dua arah antara sekolah dan orang tua, dan penyuluhan bersama guru BK” (In-2)*

*“One of the team's primary roles is to help parents understand the signs of children's vulnerability to sexual violence. This is carried out through socialization at parent meetings, the provision of information and education, two-way communication between the school and parents, and counselling sessions facilitated by the guidance and counselling teacher.” (Informant 2)*

These excerpts demonstrate that the school has established a foundation for parent engagement in child character development and protection through multiple mechanisms. This is further supported by documentary evidence confirming that parents are invited to socialisation sessions on provisions for preventing student sexual violence. This practice reflects a transformation of the parental role from that of an academic supporter to that of a child protection agent at home. Epstein (2018) and Mataputun (2022) affirm that school support for parental caregiving capacity constitutes the foundation of effective partnership. Walsh et al. (2015) concluded that school-based programmes become more effective when they involve parents in child protection education, a finding directly supported by the present study. However, this study also found variation in levels of parental participation, shaped by differences in sexual literacy, occupational demands, and socio-economic background, indicating that the success of the parenting dimension depends not only on school initiative but also on family capacity. Programme design must therefore be differentiated and needs-based.

Strengthening parental capacity through sustained socialisation and education programmes represents a critical strategy for building collective awareness of child protection. When parents possess adequate understanding of sexual violence risks, they are more likely to proactively monitor children's social interactions, provide education on body boundaries, and create safe communication spaces in which children feel comfortable disclosing their experiences. This finding directly supports Russell et al. (2024), who demonstrated that parental engagement in prevention education substantially strengthens children's protective knowledge and avoidance behaviours. The continuity of parenting programmes integrated with school policy therefore holds considerable potential for strengthening the sexual violence prevention system in a more comprehensive manner.

### **Communicating as a Mechanism for Early Detection and Response**

Two-way communication between the school and parents serves as the primary connector across all dimensions of collaboration. Both parties actively support and monitor children's behavior and development, with particular attention to any signs of deviation, as reflected in the following interview excerpts.

*“...memantau perkembangan anak dengan memperhatikan perilaku dan kebutuhan anak. Orang tua dilibatkan dalam kegiatan di lingkungan sekolah agar tercipta pengawasan bersama. Jika muncul permasalahan pada anak, sekolah dan orang tua segera berkoordinasi untuk menangani secara cepat demi masa depan anak” (In-1)*

*“... monitoring children's development by attending to their behavior and needs. Parents are involved in school activities to create shared supervision. When a problem arises, the school and parents immediately coordinate to address it quickly for the benefit of the child's future.” (Informant 1)*

*“Sebagai wali kelas, saya menjalin komunikasi dengan orang tua secara berkelanjutan untuk memantau perilaku siswa. Nilai dan norma, serta aturan sekolah selalu saya sampaikan kepada orang tua agar pembinaan anak di sekolah dan di rumah berjalan searah. Ketika ada pertemuan ataupun kegiatan sekolah yang melibatkan orang tua, selaku wali kelas kami menjembatani penyampaian ke orang tua lewat undangan baik secara langsung lewat siswa maupun lewat grup kelas Whatsapp. Saat ada permasalahan saya berusaha menyelesaikannya namun apabila masalahnya cukup serius maka saya berkoordinasi dengan TPPK” (In-5)*

*“As a homeroom teacher, I maintain continuous communication with parents to monitor student behavior. School values, norms, and regulations are always conveyed to parents so that guidance at school and at home is aligned. When there are meetings or school activities involving parents, I facilitate communication through direct invitations via students or through the class WhatsApp group. When a problem arises, I attempt to resolve it, but if it is sufficiently serious, I coordinate with the TPPK.” (Informant 5)*

These excerpts illustrate that efforts to prevent problematic sexual behavior among students involve multiple parties and multiple channels of communication, both direct and technology-mediated. Harwanto et al. (2025) note that school principals can utilize digital media to expand access to services, minimize time constraints, and provide more effective communication channels between schools and parents. Prasetya et al. (2024) further affirm the importance of integrating technology in educational service delivery to enable more systematic communication and monitoring. Epstein and Sheldon (2020) state that consistent communication builds trust and increases parental involvement in school programmes. Lu et al. (2023) confirmed through a realist review that parent-school communication is one of the most consistently effective components of school-based child protection programmes, a finding strongly corroborated by the present study. Nevertheless, the effectiveness of communication at MAPN Koya Barat is still constrained by variable levels of parental responsiveness, indicating that communication has not yet fully functioned as a structured preventive system and remains partly reactive. A systematic, child protection-oriented communication protocol is therefore needed.

### **Volunteering and the Construction of a Safe School Climate**

Voluntary participation by parents in school activities strengthens the sense of shared ownership over the educational community. The school principal actively encourages and facilitates parental involvement in supervising and accompanying students across intracurricular, co-curricular, and extracurricular activities, as reflected in the following excerpts.

*“Sebagai pimpinan, memfasilitasi partisipasi orang tua melalui kebijakan sekolah, kegiatan sosialisasi, serta keterlibatan orang tua dalam pengawasan dan pendampingan kegiatan siswa. Orang tua juga dilibatkan dalam mendukung program perlindungan anak dan mematuhi aturan sekolah dalam*

*menciptakan lingkungan sekolah yang aman dan bebas dari kekerasan seksual” (In-1)*

“As the school leader, I facilitate parental participation through school policy, socialization activities, and the involvement of parents in supervising and accompanying student activities. Parents are also involved in supporting the child protection programme and in complying with school regulations to create a safe school environment free from sexual violence.” (Informant 1)

*“Sebagai ketua TPPK, saya mengoordinasikan partisipasi orang tua melalui kegiatan sosialisasi, pendampingan siswa serta kolaborasi dalam pengawasan lingkungan sekolah. Orang tua mendukung program perlindungan anak dengan mematuhi prosedur yang berlaku dan berperan aktif dalam program pencegahan kekerasan seksual. Keterlibatan tersebut membantu TPPK dalam menjalankan fungsi pencegahan dan penanganan secara efektif.” (In-3)*

“As the TPPK chairperson, I coordinate parental participation through socialization activities, student accompaniment, and collaboration in school environment supervision. Parents support the child protection programme by complying with applicable procedures and actively participating in sexual violence prevention activities. This involvement helps the TPPK carry out its prevention and management functions effectively.” (Informant 3)

Documentary evidence confirms that parents constitute an important component within the TPPK structure, carrying shared roles and responsibilities in supporting prevention efforts. This indicates that parental involvement has been integrated into the school's institutional mechanism as part of the student protection system rather than remaining symbolic. Finkelhor et al. (2010) demonstrated that collective social supervision within the school community plays an important role in reducing the risk of violence against children. In the context of MAPN Koya Barat, volunteering functions as informal social control that contributes to a safer school environment. Nevertheless, the level of voluntary parental involvement remains uneven, influenced by socio-economic conditions, occupational demands, and family cultural backgrounds, indicating that volunteering still tends to depend on individual initiative. Formalizing parental volunteering through structured mechanisms such as parent forums, school volunteer programmes, or scheduled joint supervision activities integrated with TPPK would strengthen shared responsibility across school, family, and community, making prevention efforts more systematic and sustainable.

### **Learning at Home and the Integration of Contextual Sexual Education**

The learning at home dimension reveals that sexual education conducted by parents at home, when integrated with school programmes, increases students' self-awareness and their courage to report incidents. The school encourages parents to follow up on school meetings by habituating and educating children to protect their personal privacy, as reflected in the following excerpts

*“...mendorong orang tua untuk melanjutkan dan memperkuat materi pencegahan kekerasan seksual yang diberikan di sekolah melalui pembiasaan dan edukasi di rumah. Orang tua diharapkan mendampingi anak memahami batasan tubuh, menjaga privasi serta membangun komunikasi terbuka agar anak berani bercerita tentang pengalaman pergaulan anak, baik di lingkungan sekitar maupun di media digital, serta segera berkoordinasi dengan pihak sekolah dengan TPPK apabila ditemukan indikasi atau risiko kekerasan. Kolaborasi ini dipandang penting untuk menanamkan nilai penghargaan terhadap diri dan martabat anak sejak dini” (In-1)*

*“...encouraging parents to continue and reinforce the sexual violence prevention materials provided at school through habituation and education at home. Parents are expected to guide children in understanding body boundaries, maintaining privacy, and building open communication so that children feel confident sharing their social experiences, both in their immediate environment and in digital media, and to immediately coordinate with the school and the TPPK if any indication or risk of violence is identified. This collaboration is considered important for instilling values of self-respect and child dignity from an early age.” (Informant 1)*

*“Orang tua memiliki tanggungjawab untuk didorong untuk mendampingi anak memahami batasan tubuh, menjaga privasi, serta membangun komunikasi terbuka agar anak merasa aman untuk bercerita. Selain itu, kami mengimbau orang tua untuk mengawasi pergaulan anak, termasuk aktivitas digital, serta segera melaporkan kepada sekolah atau TPPK apabila ditemukan tanda atau risiko kekerasan” In-2)*

*“Parents have a responsibility to guide children in understanding body boundaries, maintaining privacy, and building open communication so that children feel safe sharing their experiences. We also urge parents to monitor children's social interactions, including digital activities, and to immediately report to the school or TPPK if any sign or risk of violence is identified.” (Informant 2)*

These excerpts underscore that one of the primary parental roles is explaining to children the importance of maintaining personal privacy and boundaries, while also fostering openness so that children feel safe to disclose sensitive personal experiences. Rodrigues et al. (2024) affirm that the integration of sexual education between home and school significantly increases children's self-protection literacy and their capacity to recognize risk situations, a finding directly supported by the evidence from MAPN Koya Barat. Within the ecological framework of Bronfenbrenner (1981), the family constitutes the primary system shaping children's values, norms, and behavior. In the Papuan context specifically, the reinforcement of moral and religious values at home supports the internalization of self-protection norms consistent with local culture. However, not all parents possess adequate literacy regarding developmentally appropriate sexual education, indicating that home-based protection education cannot be relied upon without institutional support. Schools therefore need to provide practical guides,

educational modules, and parental training so that protection messages are delivered accurately and consistently.

### **Decision-Making and the Strengthening of Child Protection Policy**

Parental involvement in school decision making and policy through the school committee strengthens the legitimacy of sexual violence prevention policies. Various school policies directed toward developing students of religious character consistently involve parents and the school committee, as reflected in the following excerpts.

*“Sekolah berdiskusi dengan berbagai pihak dalam rapat meminta masukan dari orang tua. Dengan cara ini, kebijakan yang diambil bukan hanya keputusan sekolah, tetapi juga hasil kesepakatan bersama. Bagi kami, keterlibatan orang tua itu sangat penting agar kebijakan yang ditetapkan dapat dipahami dan didukung dalam pelaksanaannya. Dukungan orang tua dinilai memperkuat implementasi kebijakan di sekolah maupun pengawasan dan pendampingan di rumah”* (In-1)

*“The school stands with various parties in meetings to seek input from parents. In this way, the policies adopted are not solely school decisions but are also the product of collective agreement. For us, parental involvement is very important so that established policies can be understood and supported in their implementation. Parental support is considered to strengthen policy implementation at school as well as supervision and guidance at home.”* (Informant 1)

*“Kami selalu menjadi penghubung antara sekolah dan orang tua. Jika ada kebijakan atau program pencegahan, kami menjelaskan kepada orang tua, dan sebaliknya masukan dari orang tua kami sampaikan ke pihak sekolah atau TPPK. Dengan komunikasi ini, keputusan yang diambil bisa lebih sesuai kondisi siswa”* (In-3)

*“We always serve as a bridge between the school and parents. If there is a policy or prevention programme, we explain it to parents, and conversely, input from parents is conveyed to the school or TPPK. Through this communication, the decisions made can be better suited to students' actual conditions.”* (Informant 3)

The guidance and counselling teacher occupies a strategic role in providing preventive services integrated with the TPPK programme, functioning not only in academic counselling but also as a bridge between the school, students, and parents in building self-protection awareness. Amalia et al. (2023) affirm that cooperation between the guidance and counselling teacher and parents must extend beyond academic matters to encompass supervision and guidance for children at home, particularly regarding protection from violence. Guo and Zhao (2025) add that parental participation in school governance significantly increases student safety and strengthens the effectiveness of school policies. At MAPN Koya Barat, parental involvement makes policies more contextual by incorporating local social and

cultural values. Nevertheless, parental participation remains dominated by certain representatives, meaning that inclusivity and representativeness are not yet optimal. Participatory governance therefore needs to be expanded through formal mechanisms that allow broader parental engagement across diverse social, economic, and cultural backgrounds.

### **Collaborating with the Community and the Ecosystem Approach**

Collaboration with religious figures and community leaders extends the reach of protection to the community level. The school continuously builds solidarity with various parties both within and outside the school in the prevention of student sexual violence, as reflected in the following excerpts.

*“Sekolah tidak bisa berjalan sendiri....Orang tua juga kami libatkan dalam setiap kegiatan agar ada pemahaman yang sama tentang perlindungan anak, baik di sekolah maupun di rumah. Keterlibatan komunitas lokal dan orang tua memperkuat pengawasan serta menciptakan lingkungan aman bagi siswa. Kolaborasi yang terbangun terus menerus membantu sekolah dalam membangun budaya sekolah yang aman dan peduli terhadap perlindungan siswa.” (In-1)*

“The school cannot operate alone. Parents are also involved in every activity so that there is a shared understanding of child protection, both at school and at home. The involvement of local communities and parents strengthens supervision and creates a safe environment for students. The continuously built collaboration helps the school develop a school culture that is safe and attentive to student protection.” (Informant 1)

*“Peran kami lebih kepada mendukung kegiatan sekolah, terutama dengan membantu menyampaikan informasi kepada orang tua agar apa yang disampaikan di sekolah bisa dilanjutkan atau diterapkan di rumah. Jadi orang tua tahu dan bisa mendampingi siswa. Keterlibatan orang tua adalah kunci agar program pencegahan kekerasan seksual tidak hanya berhenti di sekolah, tetapi berlanjut di lingkungan keluarga” (In-3)*

“Our role is primarily to support school activities, particularly by helping to convey information to parents so that what is taught at school can be continued or applied at home. Parents are thus informed and able to guide students. Parental involvement is the key to ensuring that sexual violence prevention programmes do not stop at school but continue within the family environment.” (Informant 3)

These excerpts illustrate that the school cannot implement prevention strategies independently and that close cooperation with parents and local communities is essential to ensure that child protection efforts extend across the full educational and social ecosystem surrounding students. Flood (2023) and Walsh et al. (2015) demonstrated that community-based approaches are more effective in preventing sexual violence than individually oriented interventions, a finding that is strongly supported by the evidence from MAPN Koya Barat. This study enriches the Epstein model by affirming the importance of social capital and cultural-

religious values as reinforcers of child protection norms. However, the existing collaboration remains largely informal and has not yet been fully institutionalized within official school policies and mechanisms. Formalizing community collaboration through structured organizational frameworks, communication procedures, and scheduled participatory programmes would ensure that local, moral, and religious values are systematically integrated, transforming child protection into a shared and sustained community responsibility.

The six dimensions of parental involvement in this study form an integrated collective protection system. Parenting and learning at home build primary protection within the family; communicating serves as the mechanism for coordination and early detection; volunteering and decision making strengthen social legitimacy; and collaborating with community extends protection to the macro-system level.

The findings of this study support, extend, and in certain respects challenge earlier research. In terms of support, the results are consistent with Rudolph et al. (2024) and Russell et al. (2024), who demonstrated that structured parental involvement in prevention education substantially strengthens children's protective behaviours and outcomes. The documented practices of parenting and learning at home at MAPN Koya Barat directly corroborate these findings, confirming that parental engagement is not supplementary but central to prevention effectiveness. Similarly, the communicating dimension supports Lu et al. (2023), who identified parent-school communication as one of the most consistently effective components of child protection programmes, and Walsh et al. (2015), who reported stronger programme outcomes when families are engaged as active participants.

In terms of extension, this study moves beyond prior research by demonstrating that Epstein's (2018) framework, which was originally developed with academic achievement as its primary orientation, is equally applicable as a structural model for child protection. Each dimension of parental involvement documented in this study functions not merely as an academic support mechanism but as a protective layer within a multi-level security system. This extension is further reinforced by integrating Epstein's framework with Bronfenbrenner's (1981) ecological model, revealing that effective prevention operates through the dynamic interaction of family, school, and community systems simultaneously. Guastaferrero et al. (2023) noted that the future of school-based prevention lies in systemic and multi-actor integration, and this study provides empirical evidence that such integration is both feasible and effective within a faith-based, border community context in Eastern Indonesia.

In terms of contradiction or qualification, this study calls into question the assumption implicit in much of the prior literature that parental involvement can be treated as a relatively uniform variable. The findings reveal significant variation in parental participation shaped by socio-economic conditions, levels of sexual literacy, occupational demands, and cultural background. This suggests that models

assuming generalised parental engagement are insufficient for contexts marked by socio-cultural heterogeneity. Furthermore, while earlier studies such as Finkelhor et al. (2010) have emphasised the importance of collective social supervision, this study shows that such supervision remains largely informal and personality-dependent unless deliberately institutionalised through school policy. The contribution of this study therefore lies not only in confirming what works but in specifying the institutional and contextual conditions under which collaborative prevention strategies can be sustained, replicated, and scaled in marginal and multicultural educational settings.

## **CONCLUSION**

This study demonstrates that the collaborative strategies between schools and parents in preventing sexual violence against students at MAPN Koya Barat, Kota Jayapura, Papua are implemented through six integrated dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. These dimensions do not operate in isolation but form a collective protective ecosystem in which each layer reinforces the others, extending the reach of child protection from the institutional level of the school through the family and into the broader community. The integration of cultural and religious values specific to the Papuan context into each dimension further distinguishes this collaborative model, demonstrating that locally grounded prevention strategies can be both contextually sensitive and structurally robust. The findings confirm that effective prevention of sexual violence in educational settings is not achievable through institutional effort alone but requires the sustained, structured, and inclusive involvement of parents and community stakeholders as active partners in child protection.

Theoretically, this study extends Epstein's parental involvement framework beyond its original orientation toward academic achievement, demonstrating its applicability as a structural model for child protection in faith-based and border community educational contexts. By integrating Epstein's six dimensions with Bronfenbrenner's ecological model, the study reveals that sexual violence prevention operates most effectively as an outcome of dynamic, multi-level systemic interaction across family, school, and community environments rather than as the product of any single institutional intervention. This theoretical contribution enriches the existing literature by offering a protective educational ecosystem framework that is contextual, adaptive, and community-based, and that may serve as a reference for scholars and practitioners working in similarly complex social and geographical settings across Eastern Indonesia and comparable regions internationally.

Practically, this study recommends that schools strengthen parenting programmes through structured training and communication guides, develop

systematic two-way communication protocols with parents using both digital and direct channels, formalise voluntary parental participation within institutional mechanisms, integrate contextually appropriate sexual education across home and school environments, involve parents meaningfully in school policy and decision-making processes, and build formal collaboration with local religious and community figures as part of a sustained child protection network. Future research should consider comparative studies across multiple schools in Papua, quantitative measurement of the effectiveness of specific collaborative dimensions, and deeper exploration of community and cultural factors in multicultural border contexts. These directions would further strengthen the evidence base for collaborative, community-grounded child protection models in Indonesian education.

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