

Sexual Violence in Islamic Educational Institutions as a Systematic Problem: The Phenomenon, Power Relations, and Victim Protection Mechanisms

Kekerasan Seksual di Lembaga Pendidikan Islam sebagai Masalah Sistematis: Fenomena, Relasi Kekuasaan, dan Mekanisme Perlindungan Korban

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Abstract: *Sexual violence remains a serious problem in educational settings, including Islamic educational institutions that are expected to foster students' moral, spiritual, and character development in a safe environment. This study examines sexual violence in Islamic educational institutions by focusing on power relations, institutional protection, and moral crises as contributing factors. It used a descriptive qualitative design based on a literature review. The data came from scholarly journal articles, online news reports, and relevant documents, which were analyzed using descriptive qualitative techniques. The findings show that sexual violence is shaped not only by individual misconduct but also by structural and institutional factors. Unequal power relations between educators and students create opportunities for the abuse of authority, while weak institutional oversight and inadequate protection mechanisms increase students' vulnerability. Social stigma, fear of retaliation, and patriarchal cultural norms further discourage victims from reporting incidents, and the implementation of prevention and handling policies remains inconsistent across institutions. These findings imply that comprehensive efforts are needed, including stronger institutional governance, better reporting and victim protection systems, reinforced ethical and moral values, and collaboration among institutions, families, and communities. This study is limited by its reliance on secondary data without field verification, so further field-based research is recommended.*

Keywords: *Sexual Violence; Islamic Educational Institutions; Power Relations; Institutional Protection; Moral Crisis*

Abstrak: *Kekerasan seksual masih menjadi masalah serius di lingkungan pendidikan, termasuk lembaga pendidikan Islam yang diharapkan membina perkembangan moral, spiritual, dan karakter siswa dalam lingkungan yang aman. Penelitian ini mengkaji kekerasan seksual di lembaga pendidikan Islam dengan berfokus pada relasi kekuasaan, perlindungan institusional, dan krisis moral sebagai faktor yang berkontribusi. Penelitian ini menggunakan desain deskriptif kualitatif melalui tinjauan pustaka. Data berasal dari artikel jurnal ilmiah, laporan berita daring, dan dokumen relevan, yang dianalisis dengan teknik kualitatif deskriptif. Temuan menunjukkan bahwa kekerasan seksual tidak hanya dipengaruhi oleh perilaku individu, tetapi juga oleh faktor struktural dan institusional. Relasi kekuasaan yang timpang antara pendidik dan siswa membuka*

peluang penyalahgunaan wewenang, sedangkan lemahnya pengawasan institusional dan tidak memadainya mekanisme perlindungan meningkatkan kerentanan siswa. Stigma sosial, rasa takut akan pembalasan, dan norma budaya patriarki juga menghambat korban melaporkan kejadian, sementara implementasi kebijakan pencegahan dan penanganan masih belum konsisten di berbagai lembaga. Temuan ini menunjukkan perlunya upaya komprehensif, yaitu penguatan tata kelola kelembagaan, perbaikan sistem pelaporan dan perlindungan korban, penguatan nilai etika dan moral, serta kolaborasi antara lembaga pendidikan, keluarga, dan masyarakat. Penelitian ini terbatas pada data sekunder tanpa verifikasi lapangan sehingga penelitian lapangan lanjutan direkomendasikan.

Kata Kunci: Kekerasan Seksual; Lembaga Pendidikan Islam; Relasi Kekuasaan; Perlindungan Institusional; Krisis Moral

Introduction

The rapid development of technology has coincided with an increase in various forms of crime, including sexual violence in educational institutions, particularly Islamic educational institutions (Wafa et al., 2023). In many countries, including Indonesia, sexual violence affects diverse groups, from women to children, and the perpetrators are often people in positions of power, such as institutional leaders, educators, and family members (Karomah, 2025). Sexual violence does not target women alone; men can also be victims. Data from mid-June 2023 recorded 15,161 cases, with 2,734 male victims and 12,427 female victims. As of January 1, 2024, at least 10,255 cases had been recorded, with 2,055 male victims and 8,200 female victims (Ulfah et al., 2024). Miranti and Suidiana (2021) similarly show that men can be victims, although this is often considered taboo. Nevertheless, cases against women remain more dominant, as shown by the high rate of sexual violence against women in Indonesia and in other countries such as Australia, where sexual violence against women is reported at around 22% (Hall & Chapman, 2026).

Sexual violence in Islamic educational institutions is caused not only by individual behavior but also by the abuse of power relations, weak supervision, and the gap between Islamic values and their implementation within these institutions. This view aligns with Pandea and Grzemny (2020), who explain that sexual violence is a form of gender-based violence shaped by unequal social relations and patriarchal culture. Jagat and Nurhilaliati (2025) further argue that unequal power relations and a culture of silence make it difficult for victims to report incidents. These conditions raise the question of why sexual violence continues to occur in educational institutions, particularly Islamic ones, which are expected to uphold religious and moral values (Ali et al., 2024).

Previous studies have examined sexual violence from several perspectives, including gender-based violence, critical education, power relations, and teacher morality. Pandea and Grzemny (2020) focused on gender-based violence and unequal social relations, while Jagat and Nurhilaliati (2025) emphasized the role of critical education in addressing sexual violence in Islamic boarding schools. Nurhuda (2022) examined sexual harassment committed by teachers and highlighted teacher moral crises and weak supervision in Islamic educational institutions. Although these studies offer important insights, they have not comprehensively examined how power relations, institutional protection, and moral crises are interconnected as factors contributing to sexual violence.

The novelty of this study lies in treating sexual violence in Islamic educational institutions as a systematic problem by examining unequal power relations, weak institutional protection, and moral crises as interconnected factors rather than as separate issues. The study also combines evidence from scholarly articles and national online news reports, organized through

content analysis matrices, so that the phenomenon, power relations, protection and reporting mechanisms, and prevention efforts are analyzed within a single study. In addition, it proposes a framework for preventing sexual violence in Islamic educational institutions that links policy strengthening, sexuality education based on Islamic values, safe reporting mechanisms, and collaboration among schools, families, and communities. Therefore, this study aims to analyze sexual violence in Islamic educational institutions as a systematic problem by examining the relationship between unequal power relations, weak institutional protection, and moral crises within the educational environment.

Method

This study used a qualitative approach with a descriptive design based on a literature study. Qualitative research seeks to understand phenomena in depth through a descriptive approach that emphasizes meaning, perception, and context (Miles et al., 2014). Data were collected through a documentation study using Google Scholar and Scopus to identify relevant literature published between 2020 and 2026. The search keywords related to sexual violence in Islamic educational institutions, sexual violence, power relations, institutional protection, victim protection mechanisms, and moral crisis. Sources were selected based on their relevance to the research focus and the information they provided. The study included 38 journal articles and 8 national online news reports. In addition, five books were initially reviewed, and one of them, by Pandea and Grzemny (2020), was selected because of its relevance to the research topic. The literature and news reports were reviewed repeatedly to identify sources that provided relevant information for developing the research focus.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (Miles et al., 2014), which consists of data reduction, data display, and conclusion drawing or verification. The analysis initially focused on sexual violence in Islamic educational institutions, particularly cases involving religious leaders and female students. As the literature was reviewed repeatedly, the research focus developed to include power relations, institutional protection, victim protection mechanisms, and moral crisis. Relevant information was coded thematically and grouped by recurring patterns. The categorized findings were then organized into content analysis matrices and interpreted to identify relationships and recurring themes across the selected sources. The accuracy of the data grouping was checked through repeated reading and comparison with the original sources to ensure consistency with the research focus. Figure 1 summarizes the research process.

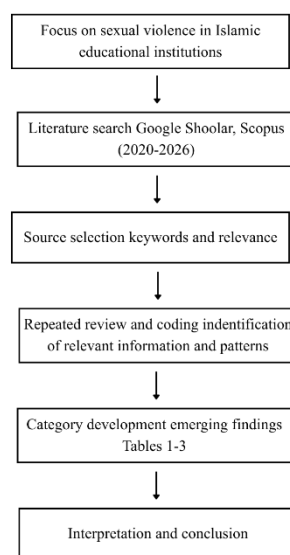


Figure 1. Research Process

Results and Discussion

The Phenomenon of Sexual Violence in Islamic Educational Institutions

The phenomenon of sexual violence in Islamic educational institutions shows that these cases are not isolated incidents but a persistent problem across various levels of education, including Islamic boarding schools, madrasas, and Islamic universities. The analysis of journal articles and news reports found that sexual violence is related to weak oversight, inadequate student protection, and the limited effectiveness of prevention and case management efforts. Table 1 summarizes these findings.

Table 1. Content Analysis Matrix of Sexual Violence Cases in Islamic Educational Institutions

Source	Content	Coding
Relevant Journal Articles	A total of 67 cases of violence against women were reported in educational settings during 2015–2021. In 2021, 18 cases of sexual violence were recorded in educational institutions, involving 197 child victims (126 females and 71 males) aged 3–17 years (Sangalang, 2022).	Sexual violence remains a significant problem in educational institutions, affecting a large number of child victims.
	As of May 2023, there were 15 cases of sexual violence in educational institutions, with 46.67% occurring in Islamic boarding schools. In 2022, 26,112 cases of sexual violence against children and women were recorded, of which 11,016 were sexual violence (Majid, 2023).	Supervision and education are the main strategies for preventing sexual violence in Islamic boarding schools.

	There were 1,011 cases of sexual violence at 16 Islamic Higher Education Institutions (PTKI) in Indonesia and 174 cases at 79 campuses in 29 cities. At UIN Walisongo, two complaints were recorded, but handling was hampered by power relations, stigma, and suboptimal campus regulations (Marfu'ah et al., 2021).	Power relations and weak campus protection systems exacerbate the vulnerability to sexual violence in Islamic universities.
Relevant News Articles	JPPI noted that during January–March 2026, 233 cases of violence in educational environments were recorded, with the most cases occurring in schools (71%), followed by universities (11%), Islamic boarding schools (9%), non-formal education (6%), and madrasas (3%) (Mardianti, 2026).	The continued occurrence of violence in Islamic educational institutions shows the need to strengthen the student protection system.
	The JPPI 2025 report shows that religious-based educational institutions remain sites of violence, with Islamic boarding schools accounting for 14% of cases and madrasas for 13% of all violence cases in educational institutions (New Indonesia, 2026).	The violence that continues to occur in Islamic boarding schools and madrasas indicates the need to strengthen security and protect students.

As Table 1 shows, sexual violence remains a significant issue in educational settings and affects students across different types of institutions. The data indicate that the phenomenon cannot be understood as a series of isolated incidents, because it occurs across a broader educational context. [Sangalang \(2022\)](#) reported 67 cases of violence against women in educational settings during 2015–2021, and data from the Indonesian Child Protection Commission (KPAI) cited in the same study recorded 18 cases of sexual violence in educational institutions in 2021, involving 197 child victims. Although these figures come from different reporting contexts, they indicate that sexual violence persists in environments that should provide protection and support for students. This pattern is consistent with [Marfu'ah et al. \(2021\)](#), who reported that case handling at an Islamic university was hampered by power relations, stigma, and suboptimal campus regulations. Sexual violence in educational settings is therefore a broader concern about institutional safety and student protection.

The significance of this phenomenon becomes clearer when its consequences for students are considered. [Wafda et al. \(2026\)](#) found that sexual violence in educational settings can cause trauma, anxiety, depression, and decreased learning motivation among students. These consequences may extend beyond the immediate experience of violence and affect students' psychological well-being, participation in learning activities, and relationships within the educational environment. Sexual violence may therefore disrupt not only individual well-being but also the conditions that support students' educational development.

Sexual violence also challenges the educational function of institutions as safe spaces for students. Educational institutions are expected to provide environments in which students can develop their moral, emotional, and social capacities without threats to their safety. When

violence occurs in these settings, it can weaken students' sense of trust and security toward the institution itself.

From an Islamic perspective, protecting students is closely connected to preserving human dignity, honor, and safety. Sexual violence contradicts these principles because it violates bodily integrity and undermines individual dignity. This understanding relates to the prohibition of approaching adultery in QS. Al-Isra verse 32, which prohibits not only adultery itself but also actions that may lead toward it, including inappropriate sexual conduct and unwanted physical contact ([Asrori & Ahmadi, 2024](#)). The verse provides a moral foundation for preventing conduct that causes harm and violates personal boundaries. In Islamic educational settings, this principle can be understood as part of the ethical responsibility to maintain an environment that respects the dignity and safety of every student.

Islam also provides a framework for responding to harmful conduct through the concept of *ta'zir*, in which sanctions are determined according to considerations of justice and public welfare. This principle suggests that responses to sexual violence should go beyond punishment after an incident and include protecting victims, preventing recurrence, and maintaining a safe educational environment. For Islamic educational institutions, this responsibility requires attention not only to individual behavior but also to the institutional mechanisms through which cases are prevented, reported, and addressed. The findings in Table 1 thus provide a basis for examining sexual violence as both a student protection issue and an institutional concern, which leads to the following analysis of power relations and weaknesses in institutional protection.

Inequality of Power Relations in Islamic Educational Institutions

One factor contributing to sexual violence in Islamic educational institutions is the unequal power relationship between people in positions of authority and students. Teachers, religious leaders, Islamic boarding school administrators, and institutional leaders generally hold greater authority in educational settings. This position can create opportunities for the misuse of authority, particularly when students depend on these figures for education, guidance, discipline, or other institutional needs. Table 2 presents the findings related to unequal power relations.

Table 2. Inequality of Power Relations in Cases of Sexual Violence in Islamic Educational Institutions

Source	Content	Coding
Relevant Journal Articles	A sexual violence case in Bandung involved 13 female students as victims. In 2020, there were 26,793 Islamic boarding schools (pesantren) with approximately 5 million resident students and 15 million non-resident students, yet regulations on preventing sexual violence remain limited and do not specifically address Islamic boarding schools (Baihaqi et al., 2023).	Power relations in Islamic boarding schools and weak government regulations increase vulnerability to sexual violence.
	There were 51 cases of sexual violence in educational institutions between 2015 and 2020, with 19% occurring in Islamic boarding schools (pesantren). In 2020, approximately 77.78% occurred in Islamic educational institutions, and 66.66% occurred in Islamic boarding schools or dormitories. The	Internal power relations and weak institutional protection increase vulnerability to sexual violence in

dominant perpetrators came from within the Islamic educational institution, such as teachers (55%) and boarding school leaders (22.22%) ([Suroso et al., 2023](#)).

Relevant News Articles	Five cases of alleged sexual violence in Islamic educational institutions from Pati to Pekalongan indicate that victim protection remains weak and that power relations strongly influence the reporting process (Lumbanrau, 2026).	The dominance of those in authority and a culture of silence in educational environments also increase the risk of sexual violence.
	Allegations of sexual violence at the Ndholo Kusumo Islamic Boarding School in Pati indicate abuse of authority by the boarding school supervisor, which resulted in dozens of female students becoming victims (Pasaribu, 2026).	The weak protection of students and the abuse of authority underscore the importance of more effective supervision.
	The case of alleged indecent acts by an MTs teacher in Sukabumi involved a number of female students as victims, and the number of victims continued to increase during the investigation (Alamsyah, 2025).	The position of educator authority can increase students' vulnerability to sexual violence.

As Table 2 shows, sexual violence in Islamic educational institutions is closely related to unequal power relations between authority figures and students. The data from [Suroso et al. \(2023\)](#) show that the perpetrators in the reported cases were predominantly people from within the institutions, including teachers and boarding school leaders. This pattern indicates that positions of authority give institutional leaders a certain degree of influence over students, particularly in environments where obedience and respect for authority are strongly emphasized.

The unequal relationship between educators and students can make it harder for victims to resist or report abusive behavior. Students may depend on teachers, religious leaders, or institutional administrators for learning, guidance, discipline, and other educational needs, which gives authority figures greater influence over them. Combined with a strong culture of obedience, this dependency may make students hesitate to question the behavior of people regarded as more knowledgeable or respected. In such situations, students may feel that rejecting or reporting inappropriate behavior could have consequences for their position in the educational environment.

Power relations also affect the reporting process. [Lumbanrau \(2026\)](#) reported several alleged cases of sexual violence in Islamic educational institutions from Pati to Pekalongan in which power relations influenced reporting. This condition indicates that the problem lies not only in the act of violence itself but also in victims' ability to disclose their experiences. Fear, social stigma, and dependence on authority figures can discourage victims from reporting, which allows cases to remain hidden or to emerge only after more victims are identified.

These findings are consistent with [Rohima et al. \(2024\)](#), who explain that unequal power relations between authority figures and students can create opportunities for the misuse of authority, including sexual violence. [Saefudin et al. \(2023\)](#) further highlight victim-blaming, the objectification of women, and gender-related biases as factors that hinder efforts to prevent and address sexual violence. Paternalistic views toward women and children can also reinforce

unequal relationships and increase vulnerability to violence (Araujo & Gatto, 2022). These conditions also reflect the influence of patriarchal culture and unequal power relations, which can place students, particularly female students, in a more vulnerable position to sexual violence and abuse of authority (Nabila et al., 2023).

These conditions show that preventing sexual violence requires attention not only to individual behavior but also to how authority is exercised within educational institutions. Clear boundaries between educators and students, stronger supervision, education on sexual and gender issues, and safe reporting mechanisms are needed to reduce opportunities for the misuse of authority. These efforts are particularly important for Islamic educational institutions because the authority given to teachers, religious leaders, and administrators is closely tied to the trust that students and their families place in them. Strengthening these aspects can help ensure that authority functions as a means of guiding and protecting students rather than becoming a source of vulnerability.

Weak Protection and Reporting Mechanisms

Weak protection and reporting mechanisms in educational settings are among the factors that contribute to the continued occurrence of sexual violence. Victims may struggle to obtain protection, assistance, and safe reporting channels. Social stigma, slow institutional responses, and the incomplete implementation of protection policies can further affect case handling. Table 3 summarizes the findings related to protection and reporting mechanisms.

Table 3. Weak Protection and Reporting Mechanisms for Sexual Violence Cases

Source	Content	Coding
Relevant Journal Articles	The moral judgment of perpetrators of child sexual violence is influenced by family factors, religiosity, societal stigma, and media influence. The research also shows the influence of societal stigma on both perpetrators and cases of sexual violence (Putri et al., 2026).	Low public awareness and social stigma weaken the disclosure of sexual violence cases.
	Regulations for handling sexual violence in higher education still emphasize reporting and administrative sanctions, while victim recovery and protection mechanisms have not been optimally regulated (Faraby, 2026).	The weak protection of victims shows that the mechanisms for handling sexual violence are not yet oriented toward victims' needs.
	Handling cases of sexual violence in higher education still faces various obstacles, such as the weak capacity of the Sexual Violence Prevention and Handling (PPKS) Task Force, low understanding of digital security, and the tendency of institutions to maintain the campus image rather than protect victims (Amanda et al., 2026).	Limited institutional protection and case handling reduce victims' access to adequate protection.

Relevant News Articles	Experts from Universitas Muhammadiyah Yogyakarta (UMY) assess that the weakness of the child protection system is caused by policy fragmentation and a slow response in handling cases involving children (Universitas Muhammadiyah Yogyakarta, 2025).	Weak coordination and institutional response mean that victim protection has not been implemented effectively.
	The case of sexual violence at Manado State University (Unima) has received attention from the House of Representatives (DPR), which considers the campus protection system still weak, so that victims have not received security guarantees and optimal treatment (Alnina, 2026).	Weaknesses in the campus protection system hinder the fulfillment of the rights and protection of victims of sexual violence.
	Weak judicial scrutiny is considered to hinder the protection of children in the justice system, so that children's rights and best interests have not fully become the main consideration in handling cases (Firyalfatin, 2025).	Weak supervision in the judicial process hinders the fulfillment of legal protection for children.

As Table 3 shows, weaknesses in protection and reporting mechanisms occur at several levels, including institutional policies, reporting procedures, victim assistance, and case handling.

[Putri et al. \(2026\)](#) highlight the influence of social stigma on sexual violence cases, while [Faraby \(2026\)](#) found that regulations in higher education still emphasize reporting and administrative sanctions, with victim recovery and protection not yet optimally regulated. These conditions indicate that formal procedures do not necessarily guarantee that victims receive adequate protection and recovery. The problem is therefore not only whether reporting mechanisms exist but also whether they are accessible, responsive, and oriented toward victims' needs. This gap can make institutional protection more administrative than substantive, particularly when policies are not accompanied by clear responsibilities and consistent implementation. The effectiveness of protection thus depends on how institutions translate existing policies into practices that victims can actually experience.

The weakness of protection systems is also visible in the forms and impacts of sexual violence in educational environments. [Hajri et al. \(2025\)](#) explain that sexual violence takes various forms, including digital sexual harassment, which may have emotional, psychological, and social impacts on victims. [Kurniawan et al. \(2023\)](#) similarly found that implementing child-friendly school programs still faces challenges, such as limited socialization and uneven protection standards across educational institutions. These conditions suggest that educational institutions need to strengthen their capacity to create accessible protection for students. This responsibility includes preventive efforts, awareness of the different forms of sexual violence, and the consistent implementation of protection standards.

How institutions respond after a case is reported is another concern. [Amanda et al. \(2026\)](#) identified limitations in the capacity of the PPKS Task Force, low understanding of digital security, and the tendency of institutions to maintain the campus image rather than prioritize victim protection. Weak institutional oversight and limited internal mechanisms can reduce victims' access to protection, psychological support, and legal assistance ([Wafda et al., 2026](#)). When institutional responses are slow or focus on protecting institutional reputation, case

handling may become less effective, and victims may feel uncertain about continuing to seek assistance.

Reporting mechanisms remain a major challenge for victims. [Anjani et al. \(2025\)](#) found that victims often hesitate to report because of fear, shame, social stigma, and concerns about academic or social consequences. These difficulties may increase when perpetrators hold positions of authority, because victims may feel intimidated or reluctant to seek help. A reporting mechanism therefore needs to provide more than a formal channel for submitting complaints; it also needs to create a sense of safety and trust for victims throughout the reporting process.

The problem is not limited to the availability of reporting channels within individual institutions. Experts from Universitas Muhammadiyah Yogyakarta (UMY) identified policy fragmentation and slow responses as factors affecting the child protection system ([Universitas Muhammadiyah Yogyakarta, 2025](#)), and the case at Manado State University raised concerns about the capacity of the campus protection system to provide adequate security guarantees and treatment for victims ([Alnina, 2026](#)). [Firyalfatin \(2025\)](#) further highlights that weak judicial scrutiny can hinder the protection of children and the fulfillment of their rights and best interests. These findings illustrate that protection requires coordination between institutional mechanisms and broader legal processes, particularly when cases involve serious violations of victims' rights.

Strengthening protection systems and reporting mechanisms is therefore essential. [Wulandari et al. \(2024\)](#) emphasize the importance of the PPKS Task Force in preventing and handling sexual violence, while [Aditya et al. \(2024\)](#) highlight that the Sexual Violence Crimes Law (UU TPKS) provides a stronger legal basis for victim protection. However, these mechanisms will not be sufficient if they are established only formally, without adequate implementation, institutional commitment, and support services. Their effectiveness also depends on whether institutions provide clear procedures and respond appropriately when reports are submitted. Victims need to know where to report, whom to contact, and what forms of protection and assistance are available to them. In this way, protection mechanisms can function not only as formal policies but also as practical support for victims throughout the reporting and recovery process.

Overall, the findings show that effective protection cannot be measured only by the existence of regulations or reporting channels. It also depends on how institutions implement these mechanisms, respond to reports, and ensure that victims feel safe throughout the process. For Islamic educational institutions, this is particularly important because the responsibility to protect students is closely related to their educational role and their obligation to maintain a safe environment. A protection system that is accessible, responsive, and oriented toward victims can strengthen trust in educational institutions and reduce the barriers that often prevent sexual violence cases from being reported.

Prevention Efforts through Policy Strengthening and Student Protection

The high number of sexual violence cases in Islamic educational institutions indicates that prevention requires a comprehensive approach rather than isolated measures. The analysis of journal articles and news reports identified several strategies, including strengthening institutional policies, establishing safe reporting mechanisms, and encouraging collaboration among schools, families, and communities. These strategies are interconnected and form the foundation of a safer educational environment. Figure 2 illustrates the relationship among these prevention efforts.

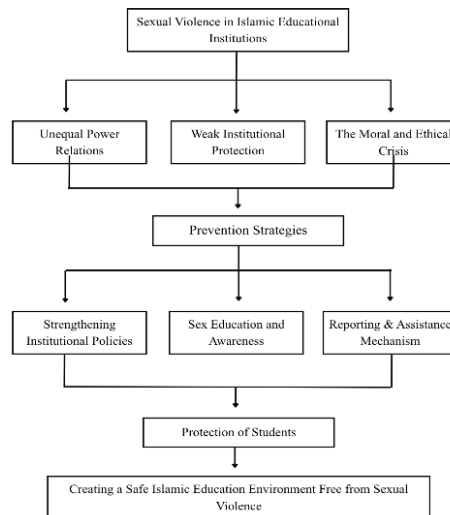


Figure 2. Framework for Efforts to Prevent Sexual Violence in Islamic Educational Institutions

The prevention framework in Figure 2 highlights the need for several interconnected strategies to address sexual violence in Islamic educational institutions: strengthening institutional policies, providing sexuality education based on Islamic values, establishing safe reporting mechanisms, and encouraging collaboration among schools, families, and communities. These efforts address not only the incidents themselves but also the conditions that allow sexual violence to occur, such as unequal power relations, weak institutional protection, and the gap between moral values and everyday practices. [Junaini et al. \(2023\)](#) explain that sexual violence is a form of discrimination that can arise from unequal social relations. Prevention is therefore a shared responsibility that requires a safe educational environment and a commitment to protecting students ([Adawiyah et al., 2022](#)).

Sexuality education is one approach that can help students recognize and protect themselves from sexual violence. [Solehati et al. \(2023\)](#) explain that sexuality education provides knowledge about reproductive health, personal boundaries, and healthy relationships according to students' developmental stages. In Islamic educational settings, this knowledge can be integrated with teachings on manners, morality, and respect for oneself and others. Such education is important not only for increasing students' awareness but also for helping them identify inappropriate behavior, understand their right to protection, and seek assistance when their safety is threatened.

However, education alone is insufficient without institutional policies that ensure students' safety. [Navaron \(2024\)](#) identified several obstacles to implementing sexuality education in schools, including limited educator understanding, inadequate resources, and inconsistent program implementation. These limitations may reduce the effectiveness of preventive efforts, particularly when institutions lack clear procedures for responding to reports of sexual violence. [Pratiwi \(2022\)](#) also explains that sexual violence reflects not only individual behavioral deviations but also weaknesses in victim protection and the abuse of authority. This situation highlights the need for clear internal regulations and accessible complaint mechanisms, which should function not merely as formal documents but as practical guidelines that ensure reports are handled appropriately and students receive adequate protection.

The implementation of these measures also depends on the involvement of educators and the wider school community. [Aisyah and Fitriatin \(2025\)](#) emphasize the important role of

teachers in shaping students' attitudes and behavior. Nevertheless, moral education may have limited impact when the values taught in classrooms are not reflected in daily interactions. [Anisyah et al. \(2023\)](#) point to the gap between values education and actual practice, which indicates that preventing sexual violence cannot rely on delivering moral messages alone. Families, schools, and communities need to reinforce these values through consistent examples, appropriate supervision, and open communication. In this way, students can experience the values of respect and responsibility as part of their everyday educational environment.

A supportive school climate is equally important for sustaining prevention efforts. [Khoirunnisa and Shodiq \(2025\)](#) explain that a positive and inclusive school environment can support students' mental health and strengthen their sense of security. When students feel respected and supported, they may find it easier to express concerns and seek help in uncomfortable or threatening situations. Creating such an environment requires more than preventing misconduct; it also involves building relationships based on trust, respect, and care.

The discussion shows that the strategies in Figure 2 need to be implemented as an integrated approach rather than as separate programs. Sexuality education can increase awareness, while institutional policies and reporting mechanisms provide practical protection when risks or incidents arise. Collaboration among schools, families, and communities helps ensure that these efforts are implemented consistently and enables educational institutions to translate protective principles and Islamic values into concrete practices that prioritize students' safety and well-being.

Conclusion

This study concludes that sexual violence in Islamic educational institutions is a systematic problem driven by unequal power relations, weak institutional oversight and protection, and the suboptimal implementation of student protection policies, rather than merely by individual misconduct. The abuse of authority by educators, religious leaders, and administrators, combined with a strong culture of obedience, social stigma, and institutional tendencies to protect organizational reputation, creates severe vulnerabilities and prevents victims from reporting incidents or accessing adequate support. Theoretically, these findings support understanding sexual violence as a structural and institutional problem in which power relations, institutional protection, and the gap between moral values and daily practice are interconnected. As a result, these structural dynamics prevent educational institutions from functioning optimally as safe spaces for moral formation, character development, and student protection.

Practically, comprehensive prevention efforts are required, including strengthening institutional policies, promoting values-based sexuality education, and establishing safe, victim-oriented reporting and assistance mechanisms supported by active collaboration among schools, families, and communities. However, this study has limitations, notably its reliance on secondary data from academic literature and online news reports without field verification or interviews with affected institutions and victims. Future research should therefore use a direct field approach involving students, educators, and institutional administrators to gain deeper insights into these dynamics and to evaluate the practical effectiveness of sexual violence prevention policies across various Islamic educational settings.

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