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**PSYCHOEDUCATION AS AN EFFORT TO PREVENT SEXUAL**  
**HARASSMENT IN SCHOOLS**

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**ABSTRACT**

*Sexual harassment remains a pervasive issue within educational settings, posing significant challenges to the safety, well-being, and academic performance of students. In response to this concern, psychoeducation emerges as a promising intervention strategy to prevent and address sexual harassment occurrences in schools. This systematic review employs the LSR and PRISMA methodologies to investigate the effectiveness of psychoeducation programs in combating sexual harassment among students. Through a comprehensive analysis of relevant literature, this study examines the theoretical underpinnings, implementation strategies, and outcomes associated with psychoeducational interventions. Findings suggest that psychoeducation initiatives, encompassing educational workshops, curriculum integration, and awareness campaigns, contribute to enhancing students' understanding of sexual harassment, fostering supportive school climates, and empowering individuals to recognize and address inappropriate behaviors. Moreover, this review highlights the importance of targeted interventions tailored to the developmental needs and cultural contexts of diverse student populations. By synthesizing empirical evidence, this study underscores the potential of psychoeducation as a proactive approach to promote safe and inclusive school environments, ultimately mitigating the prevalence of sexual harassment and cultivating positive social norms among students. From the review of existing journals, it was found that psychoeducation can help prevent sexual harassment in the school environment.*

**Keywords:** Psychoeducation, Sexual Harassment, Schools

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### INTRODUCTION

Sexual harassment is a serious social problem both nationally and globally. Any form of unwanted sexual advances or requests, requests for sexual favors, verbal or physical conduct or sexual gestures, or behavior that could reasonably be perceived as causing offense or humiliation is called sexual harassment (UNDP, 2022). Acts of sexual harassment can be: (1) verbal; (2) physical, including written and electronic correspondence. Sexual harassment can occur by individuals of different or the same sex, family, fathers, work and school colleagues, friends, and unknown individuals (UNICEF, 2019). Sexual harassment in article 1 Paragraph 1 of the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 30 of 2021 is any act that degrades, humiliates, harasses, or attacks a person's body and/or reproductive function due to the incompatibility of power and gender relations, which can cause psychological and/or physical suffering, including disrupting reproductive health and preventing access to safe and optimal higher education.

Sexual harassment takes many forms, both verbal and written, physical and non-physical. It can be verbal expressions, such as obscene comments, sexually suggestive jokes, and so on, as well as physical acts, such as poking, groping, fondling, hugging, and so on. Indecent assault and coercion, such as forcing a woman to kiss or hug, or threatening to make it difficult for her to resist.

A study in Australia in 2020 of 11-19 year olds, 42.5% of boys and 40% of girls reported sexual abuse in the previous school term from a sample size of 4098 adolescents (Lei et al., 2020). The Ministry of Women's Empowerment and Child Protection noted that cases of sexual harassment and harassment that occur in Indonesia are increasing. In 2022, it was recorded that sexual deviations nationally amounted to 27,593 cases, while in 2023 it increased to 29,883 cases. In March 2024 the provisional cases amounted to 5,041 cases. Victims based on education level were 1,109 cases experienced by elementary school students, 1,713 cases experienced by junior high and high school students (Simfoni-PPA, 2022). Therefore, preventive measures are needed to help prevent and overcome acts of harassment and sexual harassment. Based on CATAHU data in Indonesia in 2020 on cases of violence against women reported and handled by various state institutions, there has been an increase in violence against women by 792% or 8 times in 12 years (CATAHU 2020 Komnas Perempuan: Lembar Fakta dan Poin Kunci, 2020).

As an initial step to prevent sexual harassment in the school environment, it requires the willingness of all elements in the school, one of which is the school counselor who will have one of the tasks regarding sexual harassment. Counselors can provide education and understanding about sex using psychoeducation to prevent sexual harassment. Providing psychoeducation can be done in many ways, one of which is using the principles of Active Joyfull Learning (AJEL) to increase children's knowledge about the importance of knowing and understanding body members (Siswanti et al., 2024). Research on preventing sexual harassment through psychoeducation has been conducted by many researchers before. Psychoeducation as a form of psychological intervention not only helps in the healing process but also as a form of prevention or so that individuals can solve problems (Lukens, Ellen P. McFarlane, 2004).

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## METHOD

This study employs the Systematic Literature Review (LSR) method, in which researchers use journal search engines such as SAGE and Google Scholar to find literature on guidance and counseling services, sexual harassment in junior high school, and psychoeducation to stop sexual harassment in schools. Researchers conduct a general search of journals related to guidance and counseling services, specifically psychoeducation for high school students to prevent sexual harassment, as part of the tracing technique. They then screen and select eligible journals to use, rescreening to obtain the right journal with variables that will be discussed. This process is known as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses).

## RESULT AND DISCUSSION

From the results of the review that has been carried out by researchers using the LSR method and PRISMA techniques, the following results were obtained: identification results obtained journals related to sexual harassment psychoeducation services for students, SAGE: 172 titles and Google Scholar: 84 with a total of 256 titles, then titles were selected and 147 titles were obtained. Of the 147 titles after screening, 81 titles were obtained that could be used as literature in this study, only researchers are still screening further to get the right journal for the variables developed, so 23 journals are more detailed to become literature. In its development with the PRISMA method, the journals that are really appropriate for the literature of this research variable are 6 journals that specifically explore the variable Role of Psychoeducation in Preventing Sexual Harassment in Schools.

The flow of PRISMA in this study is as shown below :

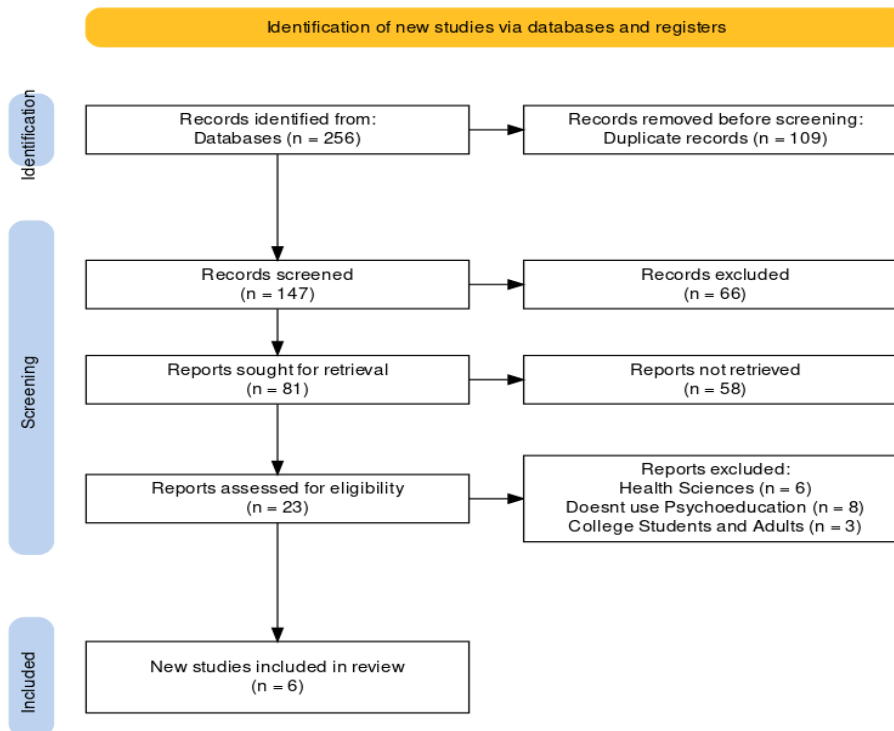
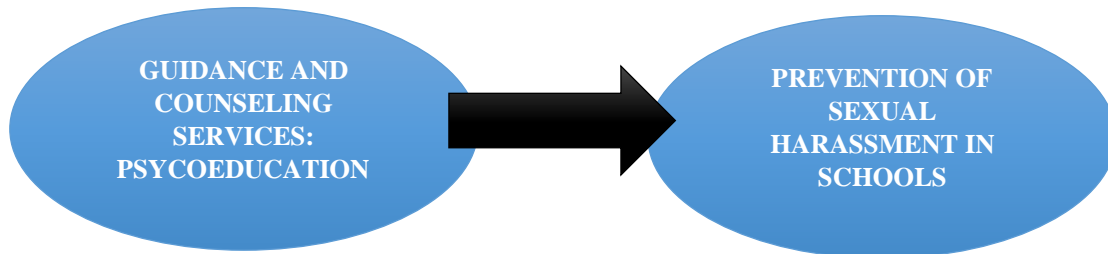


Figure 1. PRISMA Flow Diagram

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The Role of Psychoeducation as an Effort to Prevent Sexual Harassment in Schools: A Systematic Literature Review. There are two major variables in the title above, namely Psychoeducation Services as an Independent Variable and Prevention of Sexual Harassment in Schools as a Dependent Variable. With the following picture :



**Figure 2. The Role of Psychoeducation Services as an Effort to Prevent Sexual Violence in Schools**

**Table 1. Analysis of Literature Review Results**

Title	Country	Language	Types Of Research	Data Collection Methods	Population	Research Results
The Development of Psychoeducational Groups to Increase Understanding of Anti-Sexual Harassment in Middle School Students in Yogyakarta	Indonesian	English	Descriptive Statistics	Interviews and literature studies	30 Students	The research indicates that it is viable to employ the psychoeducational groups model as a service model for guiding and counseling. A handbook designed by researchers to facilitate guidance and counseling instructors' use of the psychoeducational groups model for junior high school students serves as a guide for its use. (Mu'allifah et al., 2023).
The Effectiveness of Psycho-educational School-based	Turkey	English	Cross-sectional and Quasi experimental designed	Experimental Group and Control Group	36 Students	After the post-test, for the follow-up study 8 weeks

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<p>Child Sexual Abuse Prevention Training Program on Turkish Elementary Students</p>	<p>pre-test, post-test, and control group</p>	<p>later, Good Touch Bad Touch Curriculum Test was applied to experimental group subjects test score was 8.50 (SD=1.09) and analysed by “paired sample t test”. The follow-up study analyses has shown that there is no significant difference between the experimental group post tests and follow-up test scores (t= .644; p&gt;0.05) (Çeçen-Eroğul &amp; Hasirci, 2013).</p>				
<p>Indian Counselors’ Comfort and Interventions With Sexuality-Related Concerns</p>	<p>Indian</p>	<p>English</p>	<p>Case Study</p>	<p>Purposive Sampling - Questionnaire</p>	<p>31 Counselors</p>	<p>In terms of counseling practice, the study highlights how crucial it is to include sexuality-related issues in counseling education programs in order to produce counselors who can validate significant aspects of their clients’ identities. It emphasizes how important it is for training programs to address moral concerns and legal frameworks that</p>

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						might be relevant to issues pertaining to sexuality. (Gupta, 2019).
Sex Psychoeducation to Prevent Sexual Harassment in Early Children at Paud Mawar, Sikka District	Indonesian	English	Experimental	Observations and Interviews	16 Students	It is crucial to teach young children the habit of identifying and handling their body parts from an early age. This will help them to understand which body parts are safe for others to touch and which ones they should keep to themselves, as seen in Figure. This is to shield them from the careless actions of those in their immediate vicinity, whether they be friends, family, or other acquaintances. If someone tries to touch or feel private areas of them, they have the option to say no or decline. They can also report unpleasant (immoral) behavior to their parents or instructors at school. (Anggraini et al., 2022).
Development and Effectiveness of Psycho-Education Program	Turkey	English	Experimental	Questionnaire - Pre-test, Post-test	80 Students	Therefore, psychological counselors in schools can implement the

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Prevention of Sexual Abuse for Primary School Grade 3 and 4						PSA psycho-education program, which has been found to be effective in raising students' awareness of personal security, to help primary school students in the third and fourth grades learn more about their personal safety. (Ünsal Seydooğullari & Kapçi, 2023).
Schema Therapy for Chronic Depression Associated with Childhood Trauma: A Case Study	United States	English	Case Study	Questionnaire	1 Person ( Amy )	Amy stated that by session 15, her anxiety and depression symptoms had greatly diminished and had stayed low for the duration of the treatment. This was consistent with her BDI scores (refer to Figure 2). So, in order to start both relapse prevention and regular therapy, we Planning a vention and beginning a tapering regimen at session 18. Planning for relapse prevention involved going over the behavioral, cognitive, and visual techniques that were acquired throughout

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treatment as well as the lessons from other experiential therapies. (Herts & Evans, 2021).

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In reviewing the literature on this topic, the criteria for sexual violence are forcing the victim to carry out sexual transactions or activities without the victim's consent. To prevent this, psychoeducational services in guidance and counseling are needed. It is hoped that providing psychoeducational services can prevent sexual violence from occurring in the school environment, so that it can create a safe and supportive learning environment for all students and teaching staff. The additional or exclusion criteria to support this topic are those related to psychoeducation. In this literature review, data extraction related to the provision of psychoeducational services has been determined to prevent sexual violence in the school environment. As expressed by (Putri, 2022) to prevent misinformation about sexuality, in implementing sex education in learning, teachers can choose lessons that can be adapted and include sex education content in their lessons. The teacher can introduce body parts and emphasize to students which parts are allowed to be touched and which parts are not allowed to be touched by other people. In line with what (Nugroho, 2017) stated, sexuality education emphasizes the importance of respecting oneself and others, both online and offline, and respecting personal boundaries for healthy and safe relationships. It aims to help students develop positive self-identities and healthy relationships, and make responsible decisions regarding matters of sexuality. Sexuality Education in schools encourages abstinence before marriage, and teaches facts about contraception, the consequences of free sex, prevention of out-of-wedlock pregnancy and sexually transmitted diseases, and teaches the right to have the courage to say "NO" to all sexual advances.

### CONCLUSION

From the results of literature review, it can be concluded that the application of psychoeducation as a preventive strategy to prevent sexual harassment in the school environment has significant potential in shaping positive attitudes, increasing awareness of the importance of personal boundaries, and teaching healthy communication skills and appropriate decision-making. Through this approach, students can be armed with sufficient knowledge and in-depth understanding of the issue of sexual harassment, so that they are able to identify inappropriate behaviors and report them to the authorities.

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