

## **Preventing Domestic Violence Early: Legal Education for Generation Z at Ponpes Terpadu Daarul Amanah An Nahdhiyah Bustomi<sup>1</sup> and Mohamad Mahrusillah<sup>2</sup>**

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INDEXING	ABSTRACT
<b>Keywords:</b> Keyword 1; Domestic Violence Keyword 2; legal literacy Keyword 3; Gen Z Keyword 4; Tangerang City Keyword 5; interactive seminar	Tangerang City, as a multicultural urban area, faces various social challenges, including domestic violence (DV), which has serious impacts on victims and the social environment. Generation Z, as a productive age group still developing their character, has great potential as agents of domestic violence prevention if equipped with the right legal understanding. This article discusses the results of community service activities aimed at improving legal literacy regarding criminal sanctions for domestic violence among Gen Z students through interactive seminars. The activities were carried out in several high schools and vocational schools in Tangerang City and included legal material presentations, case study discussions, and role-playing simulations. The results of the activities showed a significant increase in students' understanding of Law Number 23 of 2004 concerning the Elimination of Domestic Violence, the types of violence regulated, and the criminal consequences for perpetrators. Participants demonstrated positive responses through active participation, courage to ask questions, and the ability to re-explain the material. In addition, students took the initiative to form "Anti-DV Students" groups in their respective schools as agents of further outreach. Community asset mapping demonstrated support from schools, student organizations, and law enforcement officials as potential partners in the program's sustainability. This article recommends the integration of social issue-based legal education into school programs and the strengthening of student networks that care about law for the sustainable prevention of domestic violence.

### **Article History**

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## **INTRODUCTION**

Tangerang City, one of the metropolitan cities supporting Jakarta, has complex social dynamics. According to 2023 data from the Central Statistics Agency (BPS), Tangerang City has a population of over 1.8 million people, with diverse ethnic, cultural, and religious backgrounds, including Sundanese, Betawi, Javanese, Chinese, and immigrants from various regions across Indonesia. This diversity makes Tangerang City a miniature representation of Indonesia, brimming with social, cultural, and legal interactions.

However, despite its diversity and rapid economic growth, Tangerang City also faces various social issues that require serious attention, one of which is domestic violence (KDRT) (Mulyadi *et al*, 2024). According to the Women and Children's Services Unit (PPA) of the Tangerang City Metro Police, reports of domestic violence cases tend to increase annually. Data from the National Commission on Violence Against Women (Komnas Perempuan) (2024) indicates that Banten is a province with a relatively high number of domestic violence cases, with Tangerang City being a significant contributor.

Domestic violence is not just a violation of the law, but also a complex social phenomenon, involving cultural, psychological, economic and educational factors (Kasim *et al*, 2025). Victims of domestic violence experience long-term physical, psychological, social, and even economic harm. The impact of domestic violence extends to children, who are vulnerable to becoming secondary victims, both directly and indirectly (Sitaresmi and Suherman, 2024). Children who grow up in violent environments have the potential to normalize such behavior, creating a cycle of violence across generations (Walters, 2020).

Law Number 23 of 2004 concerning the Elimination of Domestic Violence explicitly states that domestic violence is a criminal act with legal consequences. The law regulates four forms of domestic violence: physical, psychological, sexual, and domestic neglect. However, the implementation of this law at the community level is often hampered by a lack of legal understanding, social pressure, and a deeply rooted patriarchal culture, as well as explained by Nasrudiansyah and Alijaya, (2023).

In Tangerang City, many high school and vocational school students from the Gen Z generation are becoming active in various social activities, student organizations, and digital campaigns. However, the topic of domestic violence is often still considered taboo in schools, resulting in underdevelopment of legal literacy related to domestic violence prevention. Yet, early understanding of criminal sanctions for domestic violence plays a crucial role in shaping the mindset and behavior of the younger generation regarding the values of gender equality, respect for human rights, and a culture of anti-violence.

The community service activities highlighted in this article were designed to address these challenges through interactive seminars at several high schools in Tangerang City. Interactive seminars were chosen as the method because they align with the active, open-minded, and responsive nature of Gen Z, which is characterized by its ability to respond to real-life case simulations. Through these seminars, students not only learn about the legal basis for domestic violence but also engage in case discussions, role-plays, and question-and-answer sessions, encouraging critical thinking and fostering legal awareness.

The urgency of this activity lies not only in preventing domestic violence but also in fostering a legal culture among students. Legal culture in Indonesia remains relatively weak, with legal awareness often driven by sanctions rather than an intrinsic sense of justice (Lubis, 2023). Legal education in schools is expected to shift this paradigm, from mere fear of sanctions to understanding and internalizing legal values as part of social life. With this background, this article presents the results of community service activities in the form of an interactive seminar with the theme "Preventing Domestic Violence from an Early Age: Legal Education for Gen Z in Tangerang City." This activity aims to improve students' legal literacy regarding criminal sanctions for domestic violence, encourage their active participation in the anti-domestic violence campaign, and map community support for the sustainability of the program.

## **LITERATURE REVIEW**

In the context of legal education, Generation Z (Gen Z) is a strategic group that deserves special attention. Gen Z, born between 1997 and 2012, is a digital native generation that lives side by side with technology and social media (Wajdi *et al*, 2024). According to the Gunawan *et al* (2024), Gen Z comprises approximately 27.9% of Indonesia's total population. They are characterized by quick access to information, critical thinking, and great potential as agents of social change. However, on the other hand, they

are also vulnerable to unreliable information and lack practical experience regarding the application of law in society (Fadilah, 2023). Generation Z is poised to become the largest and most economically influential generation, positioning them as a rapidly expanding and vital demographic for the tourism sector. Increasingly, research shows that Gen Z prioritizes the ethical and environmental impact of their choices, with their spending habits shaped by a deep commitment to sustainability and social responsibility, as well as explained by Seyfi and Hall, (2024).

## RESEARCH METHOD

This research and community service was implemented using a combination of an interactive seminar approach and the Asset-Based Community Development (ABCD) method, as well as explained by Forrester *et al*, (2020). This combination of methods was chosen based on the characteristics of the participants: Generation Z students in Tangerang City, who tend to have an active, participatory learning style and are more responsive to learning methods involving discussion, two-way interaction, and simulations of real-life situations.

An interactive seminar approach was used as the primary means of delivering legal material related to Domestic Violence (DV). In this method, participants were not merely passive listeners, but actively involved through question-and-answer sessions, group discussions, and case studies. The material presented included the definition of domestic violence based on Law Number 23 of 2004, the types of violence regulated by the law (physical, psychological, sexual, and neglect), and the criminal sanctions that can be imposed on perpetrators. The material was delivered using language that was easy to understand and relevant to students' daily lives, so that legal concepts did not seem rigid or far from the realities they encountered.

Meanwhile, the ABCD method is implemented to ensure program sustainability by leveraging existing potential and assets within the school and community (Scott *et al*, 2020). The ABCD approach focuses on the community's internal strengths, rather than solely on problems or deficiencies. Within the context of this activity, students, teachers, student organizations (OSIS, Rohis, and extracurricular activities), as well as partnership networks with law enforcement and non-governmental organizations are seen as important assets that can play a role in preventing domestic violence at the school and community levels.

The implementation of the ABCD method begins with mapping community assets in participating schools. This activity identifies individuals or groups with the capacity to act as agents of change, such as students active in school organizations, guidance and counseling teachers, and extracurricular groups engaged in social work. Furthermore, institutional assets, such as school policy support and collaboration with external parties, such as the Education Office and the police, are crucial for the program's sustainability.

The combination of interactive seminars and ABCD is expected to not only improve students' legal understanding of domestic violence but also encourage the formation of an anti-domestic violence student community that will serve as a center for information, advocacy, and prevention campaigns within the school environment. Through this strategy, community service activities will not stop at a single intervention but can develop into a sustainable movement managed by students and schools with the support of community networks.

## RESULTS AND DISCUSSION

This community service activity was implemented at several senior high schools (SMA) and vocational high schools (SMK) in Tangerang City. The schools were selected based on the diversity of student backgrounds and the school's openness to legal literacy programs. Each school involved an average of 40–60 students as primary participants, selected based on recommendations from teachers and student council (OSIS) administrators.

This activity combines an interactive seminar approach and the Asset-Based Community Development (ABCD) method. This combination of the two approaches was chosen to provide a comprehensive understanding of Domestic Violence (DV) and the associated criminal sanctions, while also building students' capacity as agents of change in violence prevention.

The activity began with an official opening by the school and the community service team. In the opening session, the resource person provided an introduction to the urgency of preventing domestic violence among the younger generation, emphasizing the relevance of this issue to students' daily lives. The material then continued with an explanation of Law Number 23 of 2004 concerning the Elimination of Domestic Violence, including definitions, types of violence (physical, psychological, sexual, neglect), and criminal sanctions for perpetrators.

The interactive seminar method used actively engages students through question-and-answer sessions, group discussions, and case study analysis. The case scenarios are tailored to situations students can understand, such as family conflict, emotional stress, and the influence of social media on domestic relationships. Students are asked to identify the forms of violence that occur, applicable legal provisions, and preventative measures that can be taken.

Next, the ABCD method was applied by mapping the assets of the school and student community. The implementation team facilitated discussions to identify individual assets (active students in the Student Council (OSIS) or extracurricular activities), associative assets (student organizations, the school's digital community), institutional assets (support from school policies and the Department of Education), and relational assets (partnerships with the police, NGOs, and community leaders). The results of this asset mapping were used to develop a follow-up plan for the program, including the establishment of Anti-Domestic Violence Student Groups in each school.

Throughout the activity, students' enthusiasm was evident in their high level of participation in discussions and simulations. Several students raised critical questions related to law enforcement, victim protection, and the role of young people in preventing violence. This demonstrates the effectiveness of the interactive approach in fostering critical awareness and legal understanding among students.

At the end of the activity, a brief evaluation was conducted using a pre- and post-test. The evaluation results showed a significant increase in students' understanding of domestic violence and criminal sanctions, with an average score increase of 35% from before to after the activity. Furthermore, students' commitment to continuing the anti-domestic violence campaign in their respective schools is an indicator of the program's success in encouraging the sustainability of violence prevention efforts.

## **1. Student Participation and Response Level**

The interactive seminar demonstrated a positive response from students. According to the implementation team's observations, more than 85% of participants actively engaged in discussion sessions, asking questions, and participating in case simulations. Gen Z's critical thinking and familiarity with accessing information through digital media enabled them to quickly grasp the concepts presented and connect them to the violence frequently reported in the media.

The pre-test results showed that most students did not fully understand the legal definition of domestic violence, with only 38% able to correctly answer basic questions regarding the forms of domestic violence according to Law No. 23 of 2004. However, after attending the seminar and discussion session, the post-test results showed a significant improvement, where 82% of participants were able to correctly answer the same questions.

## **2. Understanding Domestic Violence Legal Material**

Students' understanding of domestic violence (DV) law significantly improved after participating in an interactive seminar. Prior to the seminar, the majority of students had limited understanding of the concept of DV, which generally associated it with physical violence. Their understanding of non-physical forms of violence, such as psychological violence, sexual violence, and economic neglect, remained relatively low.

Through presentations by resource persons combined with case studies, students began to understand that domestic violence is a crime clearly defined under Law Number 23 of 2004 concerning the Elimination of Domestic Violence. This activity emphasized that domestic violence is not only a personal or domestic matter, but also a public legal issue that can be subject to criminal sanctions.

Furthermore, the material was tailored to the context of Generation Z students' lives, including the use of case illustrations frequently discussed on social media. This approach made it easier for students to connect legal concepts to their familiar realities. Interactive discussions helped reinforce their understanding that preventing domestic violence requires the active participation of the community, including the younger generation, both as information providers and as prevention agents.

After the material session, students will be able to re-explain the main content of Law No. 23 of 2004, identify the forms of domestic violence, and understand the legal sanctions that can be imposed on perpetrators. This understanding also includes the importance of early reporting and supporting victims.

In summary, the material that students understand includes:

- a. The definition of domestic violence according to Law No. 23 of 2004. Domestic violence is any act against a person, especially within the household, that results in physical, psychological, or sexual suffering, or neglect of the household. This law emphasizes that domestic violence is a criminal act, not just a personal matter.
- b. Domestic violence encompasses four main forms regulated by Law No. 23 of 2004: physical, psychological, sexual, and neglect. Physical violence includes actions that cause bodily harm or injury, such as beatings, kicks, or other forms of physical abuse. Psychological violence involves words or actions that cause mental distress, such as threats, insults, or intimidation, which can damage the

victim's emotional well-being. Sexual violence includes forced sexual intercourse or acts of sexual nature without consent, including within marital relations. Neglect, meanwhile, occurs when someone neglects the obligation to fulfill the basic needs of family members, such as food, clothing, health care, or education, thereby causing suffering for the victim.

- c. Parties protected by law. These are all family members in a household: wife, husband, children, parents, and other family members who live with or are economically dependent on the perpetrator.
- d. Criminal sanctions for domestic violence vary according to the type of violence, ranging from prison sentences (3 years to 15 years) to fines (Rp. 15 million to Rp. 500 million).
- e. The role of society, including students and the community, including students, plays a role in preventing domestic violence by recognizing signs of violence, supporting victims, disseminating prevention information, and reporting cases to the authorities.

The types of domestic violence are detailed in the following table:

**Table 1. Types of Domestic Violence and Criminal Sanctions Based on Law No. 23 of 2004**

<b>Types of Domestic Violence</b>	<b>Action Example</b>	<b>Criminal Sanctions</b>
Physique	Beating kicking torture causing injury	Maximum prison sentence of 5 years or a maximum fine of 15 million
Psychic	Threats, insults, verbal terror that results in trauma	3 years imprisonment or a maximum fine of 9 million
Sexual	Forced sexual intercourse, sexual harassment	4-15 years in prison or a fine of 12-300 million
Neglect	Not providing a living is ignoring the basic needs of the family.	Maximum prison sentence of 3 years or a maximum fine of 15 million

Source: Author (2025)

Table 1 presents the types of Domestic Violence (DV) regulated in Law No. 23 of 2004, along with examples of actions and criminal sanctions that can be imposed on perpetrators. There are four main categories of domestic violence: physical, psychological, sexual, and neglect. Each type of violence has different examples of actions, ranging from beatings and threats to forced sexual intercourse to neglect of the family's basic needs. Criminal sanctions also vary according to the severity of the violation, with the threat of imprisonment ranging from 3 to 15 years and a maximum fine of up to IDR 300 million. This table makes it clear that domestic violence is not just a domestic issue, but a criminal offense with strict legal consequences.



**Figure 1. Providing material on domestic violence and legal education for students**

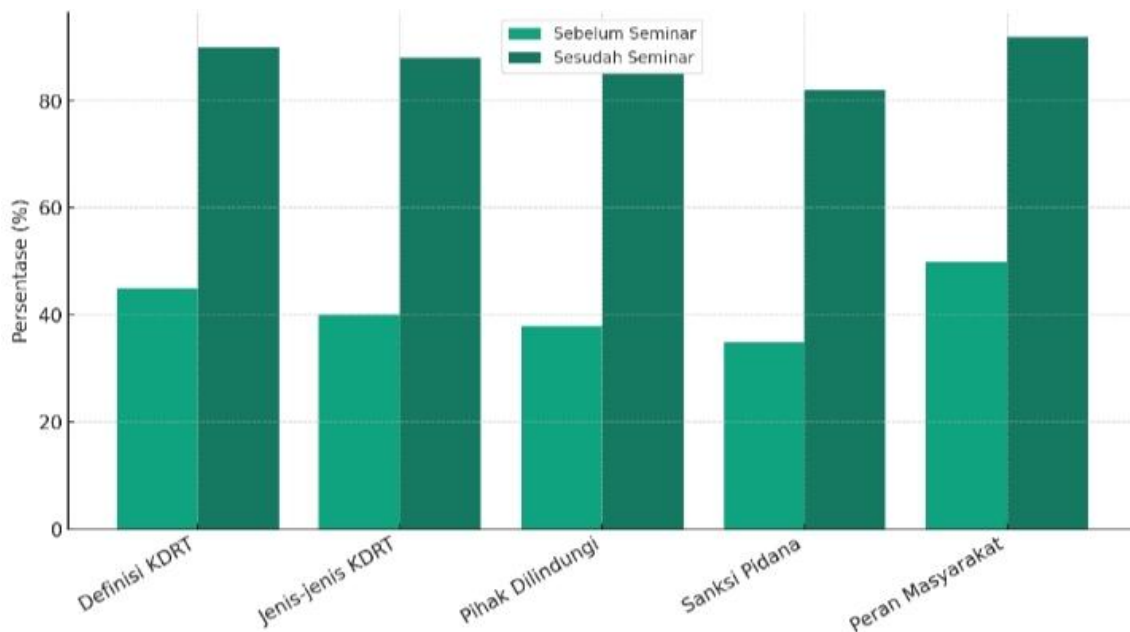
Source: Author (2025)

**Table 2. Increase in Students' Understanding of Domestic Violence Before and After the Seminar**

Understanding indicators	Before the seminar(%)	After the seminar(%)	Change (%)
Knowing the definition of domestic violence	45	90	+45
Understanding the types of domestic violence	40	88	+48
Know the parties protected by law	38	85	+47
Knowing the legal sanctions for perpetrators of domestic violence	35	82	+47
Knowing the role of society in preventing domestic violence	50	92	+42

Source: Author (2025)

Table 2 illustrates the increase in students' understanding of Domestic Violence (DV) before and after attending the interactive seminar. Data show that before the seminar, students' understanding was in the range of 35%–50% for all indicators. After the seminar, the percentage of understanding increase, reaching 82%–92% for each indicator. The largest increase occurred in understanding the types of DV, which rose from 40% to 88% (+48%) and understanding of parties protected by law, which increased from 38% to 85% (+47%). These results indicate that the interactive seminar was effective in strengthening students' legal literacy regarding DV. This study aims to improve students' critical thinking skills.



**Figure 2. Graph of Increased Student Understanding of Domestic Violence**  
**Notes from Figure 2 : Definisi KDRT (definition of the domestic violence), Jenis-Jenis KDRT (The kind of the domestic violence, Pihak Dilindungi (Protected Party), Sanksi Pidana (Criminal Sanctions), Peran Masyarakat (The Role of Society)**  
 Source: Author (2025)

### 3. Follow-up Plan

As a follow-up to this community service activity, the implementing team recommends several strategic steps:

- Strengthening school programs is a proposed strategic follow-up to maintain the sustainability of the community service activities. Material on domestic violence (DV) and legal literacy is integrated into extracurricular activities such as the Student Council (OSIS), the Islamic Student Council (Rohis), and the legal literacy community. This integration is expected to create a more participatory learning environment, where students not only understand the material theoretically but also internalize the values of domestic violence prevention through routine school activities.
- Post-seminar mentoring is a crucial step to ensure that students' understanding doesn't stop at the knowledge stage but develops into concrete actions. Mentoring is planned for a minimum of three months after the seminar to monitor the sustainability of student action. This activity can be implemented through anti-domestic violence campaigns on social media or peer education programs driven by students with the support of supervising teachers and the implementation team.
- A strong community network is crucial for expanding the program's impact. As a follow-up, schools will be connected with government agencies such as the Women's Empowerment and Child Protection Agency (DP3A) and relevant community organizations. This collaboration is expected to strengthen advocacy for domestic violence prevention while providing



technical support, resources, and access to relevant information to support the program's sustainability at the school level.

- d. Replication of activities in other schools in Tangerang City is a strategic effort to expand the program's reach. Each replication will be tailored to the context, needs, and characteristics of each school, ensuring a more effective implementation strategy. With this adaptive approach, the legal literacy-based domestic violence prevention program is expected to be implemented more widely, provide sustainable benefits, and foster a culture of zero tolerance for domestic violence among students.



**Figure 3. Joint Commitment Of Teachers And Students To Prevent And Play An Active Role In Socializing Domestic Violence**

Source: Author (2025)

#### **4. Implementation Challenges**

The implementation of this community service program was not without several challenges that impacted its effectiveness. First, limited time allocation prevented several in-depth discussion sessions and case study simulations from being implemented optimally. Second, the sensitivity of the issue of Domestic Violence (DV) required a cautious communicative approach, as some participants expressed hesitation to actively participate in the discussions. Third, the heterogeneity of students' legal literacy levels led to differences in their ability to absorb the material, requiring facilitators to dynamically adapt delivery methods. Fourth, infrastructure support in some schools was still limited, particularly the technology facilities needed for delivering multimedia-based materials. These challenges provided important input for improving the program design for subsequent implementations.

#### **CONCLUSION**

Community service activities carried out in several high schools in Tangerang City through interactive seminars and the Asset-Based Community Development (ABCD) approach have successfully increased students' understanding of Domestic Violence (DV) and the accompanying criminal sanctions. Evaluation results show a significant increase in understanding the definition of domestic violence, types of violence, parties protected by law, criminal sanctions, and the role of the community in preventing and handling cases of domestic violence. The implementation of the ABCD approach has proven effective in

utilizing the potential of schools, student organizations, and community networks as supporting assets for the program, thereby strengthening students' capacity as agents of change who understand legal issues conceptually and are able to play an active role in creating an environment free from violence.

However, the program's implementation faced several challenges, including time constraints, the sensitivity of domestic violence issues, varying levels of students' legal literacy, and limited supporting facilities in some schools. These challenges provided valuable input for developing future program designs. Overall, this activity contributed to strengthening legal literacy among Generation Z students and supported domestic violence prevention efforts in the community. This success underscores the importance of ongoing collaboration between schools, the government, and the community to develop a generation of young people who are legally aware, empathetic, and committed to the values of justice and human rights protection.

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