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Ummah Karang Anyar Islamic Boarding School In Mataram City Improving Reproductive Health And Preventing Sexual Violence At The Ittihadil

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Abstract

Raising awareness of reproductive health and preventing sexual violence is an urgent matter in religious-based educational environments, including Islamic boarding schools. This community service program aims to improve students' understanding of reproductive health and establish a system for preventing sexual violence based on Islamic values and an educational approach. The activities were carried out at the Ittihadil Ummah Islamic Boarding School in Karang Anyar, Mataram City, through participatory education methods, health education, and student cadre training. The results of the activities showed a significant increase in students' knowledge and attitudes towards reproductive health and sexual violence issues. In addition, the formation of a student forum concerned with reproductive health and the drafting of a code of ethics for the prevention of violence are concrete steps toward creating a safe, healthy, and empowered boarding school environment. This program recommends ongoing collaboration between boarding schools, health workers, and child protection agencies in supporting contextual and preventive sexuality education in the boarding school environment.

Keywords: Reproductive Health; Sexual Violence; Preventive Education

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INTRODUCTION

As religious-based educational institutions, Islamic boarding schools play a strategic role in shaping the character and behavior of the younger generation, particularly in terms of morality, ethics, and religious understanding. However, with the changing times and the increasing complexity of social issues, Islamic boarding schools are also (Fountain dkk., 2021).

facing new challenges, including reproductive health issues and sexual violence, which are often still considered taboo to discuss openly. Islamic boarding school students, especially adolescents, are in a transitional period and are vulnerable to various reproductive health risks due to limited access to accurate and culturally and religiously appropriate information. Furthermore, sexual violence can occur in various forms, including verbal, physical, and psychological, and often goes unidentified or unreported due to fear, stigma, or misconceptions about violence (Zhang dkk., 2023).

The Ittihadil Ummah Karang Anyar Islamic Boarding School in Mataram City, which has hundreds of students from diverse backgrounds, recognizes the importance of providing comprehensive reproductive health education and creating a safe and violence-free environment. Education must not only be scientific and human rights-based, but also align with Islamic values so that students can embrace and apply them in their daily lives (Ruiz-Eugenio dkk., 2024).

The Ittihadil Ummah Karang Anyar Islamic Boarding School in Mataram City was chosen as the location for the community service program due to its urgent need to strengthen reproductive health education and prevent sexual violence within the Islamic boarding school environment. One of the primary considerations was a previously publicized case of alleged sexual violence involving an educator who had worked at the Islamic boarding school. This incident garnered widespread attention and demonstrated the importance of systematic prevention efforts through education, outreach, and strengthening protection mechanisms for students (Bellerose dkk., 2022; Ruiz-Eugenio dkk., 2024).

These conditions demonstrate that educational environments, including Islamic boarding schools, are not entirely free from the potential for sexual violence. Therefore, preventive measures are needed that focus not only on case management but also on increasing the awareness, knowledge, and skills of all Islamic boarding school residents in recognizing, preventing, and responding to various forms of sexual violence. This program is expected to be

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part of efforts to build a stronger protection system for students and the entire Islamic boarding school community (Howland, 2023).

Furthermore, the majority of Islamic boarding school students are in their teenage years, undergoing rapid physical, psychological, and social development. During this phase, students need a sound understanding of reproductive health, healthy relationships, appropriate interaction boundaries, and their rights to protection from all forms of violence. However, reproductive health and sexual violence are often considered sensitive issues, and therefore rarely discussed openly in Islamic boarding school education (Tikkanen dkk., 2024).

Based on the results of initial communication with the Islamic boarding school management, there is a need to increase the capacity of students and teaching staff in understanding adolescent reproductive health and preventing sexual violence in accordance with Islamic values (Tadas & Coyle, 2020).

Islamic values. This capacity building is expected to create a safe and comfortable learning environment that supports the optimal growth and development of students. Ittihadil Ummah Islamic Boarding School also demonstrated a strong commitment to improving and strengthening its student protection system through its acceptance and support of this community service program. With a large student population and the pesantren's extensive influence in the community, the program's success at this location is expected to serve as a model for good practice.best practice) for other Islamic boarding schools in developing an educational environment that is child-friendly, gender-responsive, and free from sexual violence (Panda dkk., 2021).

Based on these considerations, the Ittihadil Ummah Karang Anyar Islamic Boarding School in Mataram City is seen as an appropriate and strategic partner for implementing programs to improve reproductive health and prevent sexual violence, so that it can contribute to building a safe, healthy, dignified Islamic boarding school culture that is oriented towards protecting the rights of students (Vasileiou dkk., 2018).

Therefore, this program to improve reproductive health and prevent sexual violence is designed as a preventive and educational intervention. The goal is to increase students' awareness, knowledge, and skills on how to maintain their own health and to create a caring, just, and responsive Islamic boarding school culture addressing issues of sexual violence. Through a collaborative approach between educators, health workers, and religious leaders, it is hoped

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that Islamic boarding schools can become safe spaces and pioneers in developing a physically, mentally, and spiritually healthy young generation (Karam dkk., 2018).

Prior to the program's implementation, the students' initial situation revealed several issues that underpinned the need for educational intervention. Based on preliminary observations and interviews with Islamic boarding school administrators, it was discovered that students' knowledge of reproductive health was limited, largely obtained from peers or social media, which may not necessarily provide accurate information. Furthermore, their understanding of forms of sexual violence, risk factors, reporting mechanisms, and self-protection efforts was also low (Balmer & Richards, 2021).

Islamic boarding schools lack educational resources or routine outreach activities related to reproductive health and the prevention of sexual violence. As a result, some students still harbor inaccurate perceptions about the biological changes of adolescence, the boundaries of healthy social interactions, and actions that constitute sexual violence. This situation potentially increases students' vulnerability to various reproductive health risks and acts of sexual violence (Wei dkk., 2020).

To measure the effectiveness of the community service program, measurements were taken of the initial conditions (pre-test) and final conditions (post-test) of the participants. Indicators of the program's success include: (1) increasing the level of students' knowledge regarding adolescent reproductive health; (2) increasing understanding of the forms, impacts, and prevention of sexual violence; (3) increasing students' ability to recognize risky situations and protect themselves; (4) increasing students' awareness to report acts of sexual violence to the authorities; and (5) developing media. Education or a group of santri cadres who can continue educational activities after the program ends.

The program's success will be demonstrated by improvements in students' knowledge and attitudes between pre- and post-test results, increased student participation in discussions and educational activities, and a commitment from the Islamic boarding school to integrate reproductive health and sexual violence prevention materials into ongoing student development activities. This way, the program's benefits can be objectively measured and serve as a basis for evaluating the success of community service activities.

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METHOD

This community service activity is carried out using a participatory and educational approach, prioritizing the active involvement of all elements of the Islamic boarding school. The methodology used is designed to suit the characteristics of the Islamic boarding school environment and to encourage sustainable changes in knowledge, attitudes, and behavior (Lindgreen dkk., 2021).

This devotion usesParticipatory Action Research (PAR), namely the approach which emphasizes the direct involvement of the target community (students, ustadz/ustadzah, Islamic boarding school administrators) in the process of identifying problems, planning, implementing, and evaluating activities (Rockowitz dkk., 2024). This approach was chosen to ensure that activities are not top-down but accommodate local wisdom, Islamic boarding school culture, and Islamic values. The implementation stages are as follows:

Preparation Stage

1. Observation and initial mapping of the conditions of Islamic boarding schools related to understanding reproductive health and sexual violence.
2. Coordination with Islamic boarding school administrators and local stakeholders.
3. Preparation of educational materials based on Islamic values and local culture.

Implementation Stage

1. Counseling & Education for Students**:**

Through interactive lectures, small group discussions, case simulations, and educational video screenings.

2. Training for Teachers and Student Cadres**:**

Workshop for selected ustadz/ustadzah and students to become internal facilitators (*peer educator*).

3. Making Educational Media**:**

Brochures, posters, and infographics that are student-friendly and based on Islamic values.

4. Preparation of SOPs for the Prevention of Sexual Violence**:**

Together with the Islamic boarding school administrators, a guide was prepared for handling and protecting students from sexual violence.

5. Evaluation and Follow-up Stage

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6. Evaluation was carried out through pre-tests and post-tests, interviews, and FGDs (*Focus Group Discussion*) to assess knowledge improvement and attitude change.
7. Awarding certificates to santri cadres and recommendations for strengthening the santri protection system to Islamic boarding school administrators.

RESULTS AND DISCUSSION DESCRIPTION OF ACTIVITY IMPLEMENTATION

Reproductive health and the prevention of sexual violence are crucial aspects for adolescents, particularly students living in Islamic boarding schools (pesantren). Lack of knowledge about bodily changes during puberty, how to care for reproductive organs, and a lack of understanding of forms of sexual violence often leave adolescents vulnerable (Bea & Hinterberger, 2024). Based on these conditions, this Community Service (PkM) activity aims to provide comprehensive education and counseling to students at the Ittihadil Ummah Karang Anyar Islamic Boarding School in Mataram City, so they have a proper understanding and basic skills in maintaining reproductive health and protecting themselves from various forms of sexual violence.

The following is a detailed description of PkM activities according to stages:

Preparation Stage

1. Coordination with the Islamic Boarding School

Prior to the implementation of the Community Service Program (PKM), the team coordinated with the Ittihadil Ummah Karang Anyar Islamic Boarding School. This meeting involved the boarding school leadership, the ustadz/ustadzah (religious teachers), and dormitory administrators to ensure the program ran according to the rules and norms applicable within the boarding school environment (Vaughn, 2024). During the meeting, the team explained in detail the purpose of the PkM program, which is to provide counseling and education on reproductive health and the prevention of sexual violence to students. In addition, the coordination also discussed technical aspects of the implementation, such as determining the date and location of the activity, as well as the number of participants who would attend the program, both male and female students. The program method was also discussed to ensure it was appropriate to the characteristics of the students and the conditions of the boarding school, including the use of interactive and pesantren-friendly learning media (Verboom & Baumann, 2020).

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With this coordination, it is hoped that PkM activities can be carried out smoothly, effectively, and provide maximum benefits for the students (Molloy dkk., 2025).

2. Preparation of Extension Materials
   The team compiled materials that included:

- Basic concepts of adolescent reproductive heal
- Pubertal changes and reproductive organ care
- Understanding sexual violence and its forms
- How to prevent sexual violence in Islamic boarding schools

3. Preparation of Evaluation Instruments
   The instruments prepared consist of:

- Pre-test and post-test
- Observation sheet during the activity
- Attendance list and participant biodata (CV)

4. Logistics Preparation
   The team prepares:

- LCD and laptop
- Microphone.
- Question paper.
- Stationery.

Snacks for 70 participants consisting of Ustadz and Ustadzah resource persons, as well as male and female students (Malik & Ford, 2024; Molloy dkk., 2025; Vaughn, 2024; Verboom & Baumann, 2020).

Activity Implementation Stage

Opening

The Community Service (PKM) outreach and education program began with a formal yet warm and friendly opening session. The event began with remarks from the Islamic boarding school administration, expressing their appreciation for the event and their hope that the material provided would benefit the students in their daily lives. This welcome also served as a platform to emphasize the importance of reproductive health and the prevention of sexual violence among adolescents (Glasgow dkk., 2019; Segovia dkk., 2024).

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The PkM team leader then clearly explained the objectives of the activity: to increase students' knowledge of reproductive health, provide an understanding of forms of sexual violence, and instill basic self-protection skills. This session also introduced the speakers to all participating students, creating a friendly and conducive atmosphere for participating in the entire series of outreach activities. A structured opening ensured the activity ran smoothly and participants were better prepared to receive the material (Correa-Salazar dkk., 2022).

Pre-test Implementation

Before the counseling began, participants were given pre-test questions to measure their initial knowledge regarding:

1. Reproduction health
2. Sexual violence.
3. Prevention efforts (Goel, 2025).

Reproductive Health Counseling

The reproductive health education material was delivered directly by the resource person, Ms. Zulpaini, M.Kes., who has a background in Public Health. In this session, the resource person explained the definition of reproduction and emphasized the importance of maintaining reproductive organ hygiene as part of overall health. The explanations were presented systematically so that the students could grasp the basic concepts of reproductive health from the outset (Gurung dkk., 2022; Strong dkk., 2020; Tetzlaff dkk., 2020).

Next, the resource person explained the physical and emotional changes that occur during puberty in both boys and girls. Students were given information about the signs of puberty and how to properly care for their bodies and reproductive organs to maintain their health (Gurung dkk., 2022). The material also included clarification of myths and facts about reproductive health, so students could:

Distinguish between true and false information, especially information that often circulates in their social environment. The material was delivered interactively using audiovisual media, such as slide presentations and illustrations. This approach made the activity more engaging and easier for students to understand. Furthermore, the resource person opened a question-and-answer session so participants could share questions or share personal experiences

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related to reproductive health, making the learning more applicable and participatory (Newman dkk., 2023; Strong dkk., 2020).

Sexual Violence Prevention Education

The educational material on preventing sexual violence was delivered directly by Dr. Hj. Teti Indrawati Purnamasari, M.Hum., who has a deep understanding of the issue. During the presentation, the resource person explained the definition of sexual violence and the characteristics of risky behavior, enabling students to recognize early signs of potential danger (Newman dkk., 2023). The explanation also covered various forms of sexual violence, including physical, verbal, visual, and digital, enabling students to understand the comprehensive scope of this problem.

Furthermore, the resource person emphasized children's rights to protection and the importance of self-awareness in maintaining personal safety. Self-protection techniques were taught in a practical manner so that students have the basic skills to protect themselves from potential threats. Furthermore, the resource person explained safe steps to take when facing or witnessing an incident of violence, including reporting it to a religious teacher (ustadz/ustadzah) or authorized institutions (Vaughn, 2024).

Educational activities are interspersed with real-life case studies, group discussions, and question-and-answer sessions, allowing students to actively participate, ask questions, and share experiences. This approach not only makes the material easier to understand but also builds critical awareness and preparedness in students for high-risk situations, effectively achieving the educational goals of preventing sexual violence (Wojcik dkk., 2021).

After the counseling activity was completed, participants were given a post-test to determine the increase in understanding after the education.

Evaluation Satge

1. **Analysis of Pre-test and Post-test Results**

The team compared pre-test and post-test results to assess improvements in students' knowledge. If scores increased, it could be concluded that the outreach was effective.

2. **Field Observation**

The team evaluated how participants were involved during the counseling, environmental conditions, and the smoothness of the activities (Sneegas dkk., 2021).

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Documentation and Reporting Stage

a. Documentation

The team collected:

1) Photos and videos of activities
2) list of attendees
3) Pre-test and post-test results

b. Preparation of the Final PkM Report The report contains:

1) Background of the activity
2) Implementation stages
3) Evaluation results
4) Conclusion and suggestions
5) Activity documentation (Wojcik dkk., 2021).

The report is then submitted to LP2M UIN Mataram and the Islamic boarding school as an archive of PkM activities.

Activity Results

Improving students' knowledge

The counseling program held at the Ittihadil Ummah Islamic Boarding School had a positive impact on students' knowledge of reproductive health. Prior to the program, most students had limited understanding of the physical changes that occur during puberty and the importance of maintaining reproductive hygiene. Through the interactive counseling delivered by Mrs. Zulpaini, M.Kes., students became more familiar with the basic concepts of reproductive health and how to properly care for their bodies (Gurung dkk., 2022; Shokeid, 2020).

Furthermore, the material presented also helped students understand myths and facts related to adolescent reproductive health. Discussions and Q&A sessions encouraged students to actively ask questions and share experiences, enhancing their understanding. This active participation indicates increased motivation to maintain personal health (Hasibuan, 2026; Sayyi dkk., 2025; Towaf, 2016)

During the activity, the speakers used audiovisual media, such as slide presentations and illustrations, to make the material easier for the students to understand. This interaction strengthened the students' understanding and increased their engagement in each session (Noer dkk., 2024; Nurbaya, 2023).

Observations showed that after the counseling, students were able to answer questions about pubertal changes, how to maintain reproductive hygiene, and distinguish between true

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and false information related to reproduction. This improvement demonstrates the effectiveness of the interactive and contextual counseling method (Abdi dkk., 2025; Hasibuan, 2026; Izzah dkk., 2025).

With increased understanding, students become more aware of the importance of reproductive health and have a strong foundation for preventing health risks and risky behaviors (Faishol dkk., 2026; Khayati, 2025; Rahayu dkk., 2025; Sopyandi & Sujarwo, 2023). This is one indicator of the success of Community Service Program activities in providing effective education.

Increased caregiver understanding

In addition to the students, the Community Service Program (PKM) also improved the understanding of the caretakers, or ustadz/ustadzah, at the Islamic boarding school. The resource person (Bariroh & Alam, 2025; Jamaludin, 2025), Dr. Hj. Teti Indrawati Purnamsari, M.Hum., presented material on sexual violence and self-protection techniques. The caretakers gained new insights into various forms of sexual violence, including physical, verbal, visual, and digital, as well as the characteristics of risky behavior that may occur in the Islamic boarding school environment.

The material also emphasizes children's rights to protection and safe steps for reporting incidents of violence. This is crucial so that caregivers can properly support students, provide protection, and act as mediators when cases require intervention (Arif dkk., 2024; Firdaus dkk., 2025; Towaf, 2016).

During the activity, the caregivers actively participated in discussions and provided input on their experiences mentoring the students. The question and answer sessions helped the caregivers understand real-life scenarios that might occur at the Islamic boarding school, so they were better prepared to handle critical situations (Purwanti dkk., 2023; Utami dkk., 2025).

Caregivers are also trained in self-protection techniques and appropriate approaches to providing ongoing education to students. With this understanding, they can become agents of sexual violence prevention within the boarding school environment (Luqman dkk., 2023).

As a result, caregivers demonstrated increased awareness of the importance of reproductive health and child protection. It is hoped that this increased understanding will continue in daily practice, ensuring the boarding school remains a safe and healthy environment for students.

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Implementation of Standard Operating Procedures (SOP) for child protection or reporting flow

As part of the follow-up activities, the PkM team, along with the caregivers, developed an SOP, or reporting process, for child protection at the Islamic boarding school. This SOP includes clear procedures for students experiencing or witnessing sexual violence, from case identification, notification to caregivers, and reporting to authorities if necessary (Raudhah dkk., 2025; Sopyandi & Sujarwo, 2023).

Caregivers are trained to understand each stage of the reporting process so they can follow up on cases appropriately and quickly. Furthermore, SOPs are disseminated to students so they know the safe way to report incidents and feel protected (Hasibuan, 2026).

Implementation of SOPs also includes regular coordination between the caretakers, ustadz/ustadzah, and the boarding school leadership. This aims to ensure an effective monitoring system so that each case can be handled seriously.

The Community Service Team facilitated reporting simulations to familiarize caregivers and students with the established procedures. These simulations helped identify potential obstacles and refine the process to make it more practical and understandable (Abdi dkk., 2025).

With SOPs and reporting procedures, the Islamic boarding school has official guidelines that support the protection of its students. This is a concrete step in creating a safe, healthy, and conducive environment for the students' development.

Before-after data (pre-post test)

To measure the effectiveness of the outreach program, the Community Service Program (PKM) team used pre- and post-tests on the students. The pre-test was conducted before the activity began to determine their initial knowledge of reproductive health and sexual violence prevention (Andriani & Wijarnako, 2025). The pre-test results indicated that most students had limited knowledge, particularly regarding children's rights and forms of sexual violence.

After attending the counseling session, students were given a post-test to assess their knowledge. The post-test results showed significant improvement, with the majority of students able to answer questions correctly and understand the material presented. The average post-test score increased compared to the pre-test, demonstrating the effectiveness of the interactive counseling method (Khozin dkk., 2024).

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Data analysis also showed that discussion sessions, Q&A sessions, and the use of audiovisual media significantly contributed to students' understanding. Students' active participation during the activities strengthened their understanding of the material (Masdah, 2024).

The pre-test and post-test results provide objective evidence that the Community Service Program (PKM) activities successfully improved students' knowledge of reproductive health and sexual violence prevention. These findings serve as the basis for developing further recommendations, including strengthening ongoing education and disseminating standard operating procedures (SOPs) for child protection at the Islamic boarding school (Pakpahan dkk., 2025). The following are the average student pre-test and post-test results:

Table 4.1 Average Pre-Test and Post-Test Results of Students

Category	Average Score	Information
Pre-Test	57,1	Students' initial knowledge
Post-Test	85,4	Knowledge after counseling
Improvement	28,3	There was a significant increase

The results of the Community Service Program (PKM) activities showed an increase in students' knowledge regarding reproductive health and the prevention of sexual violence. Pre- and post-tests showed an average score increase from 57.1 to 85.4. This improvement indicates that the counseling and education provided successfully improved students' understanding of the material presented. This aligns with the principles of*Health Belief Model* (HBM) which states that an individual's understanding of risk (*perceived susceptibility*), consequence (*perceived severity*), benefit (*perceived benefit*), and obstacles (*perceived barriers*) influences their decisions to take health actions. With clear and contextual counseling, students are able to recognize the risks and importance of maintaining reproductive health (Alfedo dkk., 2022).

The activities also demonstrated an increase in the understanding of caregivers and religious teachers at the Islamic boarding school. They became more aware of the characteristics of risky behavior and forms of sexual violence, including physical, verbal, visual, and digital. These findings support Suparman's research, which emphasizes the importance of training caregivers to detect and address sexual violence in Islamic boarding schools. This training not only increases

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knowledge but also fosters the courage and gender sensitivity of caregivers in taking preventative action (Faishol dkk., 2026).

The dissemination of child protection SOPs and reporting procedures at Islamic boarding schools is a concrete step towards creating a safe environment for students. This aligns with the 2022 report from the NTB Child Protection Agency, which showed that many Islamic boarding schools lack child protection SOPs. Implementing SOPs at Ittihadil Ummah Islamic Boarding School is a preventative measure, enabling caregivers and students to identify safe pathways when facing or witnessing violence (Luluardi dkk., 2023).

The extension methods used, such as interactive discussions, case simulations, and audiovisual media, are in accordance with the principles*Participatory Learning and Action* (PLA). PLA emphasizes the importance of active participant participation for more effective learning. In this activity, students are actively involved through questions and answers and case studies, so they don't just passively receive information but become critical learners of reproductive health and sexual violence (Elidzar dkk., 2021).

The delivery of material that integrates Islamic values supports the acceptance of the material in the Islamic boarding school environment.*Comprehensive Sexuality Education* (CSE) based on values enables students to understand reproductive education and prevention of sexual violence according to religious norms, such as maintaining honor (*iffa*) and responsibility (trust). This also confirms Rohmatul Azizah Zaituni's findings that Islamic-based sexual education is more acceptable to teenagers because it is relevant to their social and religious values (Saan, 2025).

The results of the activity showed that after the counseling, students were able to explain the meaning of reproduction, pubertal changes, how to care for reproductive organs, and distinguish between myths and facts. This demonstrates the success of the educational intervention in fostering better risk perception, in accordance with HBM theory. Students with a better understanding are more likely to take preventive measures to maintain reproductive health.

In addition to individual aspects, activities also strengthen social support at the Islamic boarding school. Caregivers who better understand the signs of sexual violence can act as mediators, creating an interpersonal environment that supports healthy student behavior. This approach aligns with*Social Ecological Model*, which emphasizes that individual behavior is influenced by interpersonal and institutional levels (Mainuddin dkk., 2025).

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Reporting simulations and discussions of real-life cases familiarize caregivers and students with standard operating procedures (SOPs), increasing the boarding school's preparedness in handling violence cases. This reinforces the findings of Sindi Fellicia Puguh Hermanto and Renitha Dwi Hapsari that partnerships and systematic procedures in addressing child violence yield effective results when implemented sustainably.

This activity also demonstrated changes in attitudes among students and caregivers. Students became more confident in protecting themselves and reporting risky incidents, while caregivers became more willing to act when they detected signs of violence. These changes in attitudes are relevant to the HBM concept of*perceived self-efficacy (Herlina dkk., 2025)*, namely the individual's belief in being able to carry out appropriate health actions.

The involvement of caregivers, teachers and boarding school leaders creates a holistic approach that encompasses all levels in*Social Ecological* Model. This supports the sustainability of the program, as knowledge and SOPs are not only applied individually but also internalized within the culture and policies of the boarding school (Budisuari & Pranata, 2016).

The analysis shows that the combination of HBM theory, PLA, values-based CSE, and an Islamic perspective provides a strong foundation for implementing community service programs. Previous studies support this strategy, demonstrating the importance of contextual, faith-based education and community-wide engagement in sexual violence prevention.

Overall, the Community Service Program (PKM) activities at the Ittihadil Ummah Islamic Boarding School (PPS) successfully improved the knowledge, attitudes, and preparedness of students and caregivers. This success aligns with the theories used and supports the findings of previous studies (Kholik dkk., 2025). Therefore, the educational model implemented can be recommended for replication in other Islamic boarding schools, with adjustments to the local context.

Obstacles and Solutions

In implementing the Community Service (PKM) activities on improving reproductive health and preventing sexual violence at the Ittihadil Ummah Islamic Boarding School, the team faced several internal and external obstacles. These obstacles included:

1. **Constraints: Limited activity time**

Some students have busy study schedules and religious activities, so time for counseling and discussion is limited.

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2. **Obstacle: Initial reluctance of students to ask questions or discuss**

Some students feel embarrassed or awkward discussing the topics of reproductive health and sexual violence.

Solution: The learning method is made participatory with simulations, case studies, and Small group discussions. The use of audiovisual media also helps capture students' attention without making them feel intimidated.

3. **Constraint: Variation in the level of knowledge of students**

Not all students have the same initial knowledge regarding reproductive health and the prevention of sexual violence.

Solution: The material is structured in stages, from basic concepts to more complex ones. PkM Team provide concrete examples and adapt language that is easy for all students to understand.

4. **Constraints: Limited facilities for practice or simulation**

Some activities, such as self-protection simulations, require a large space, but facilities at the lodge are limited.

Solution: Practical activities are carried out in turns in the available area, or using flexible role-play methods in limited spaces.

5. **Constraints: Lack of SOPs or internal policies regarding child protection**

Initially, the Islamic boarding school did not have a clear SOP for handling cases of sexual violence.

Solution: The PkM team helped design a simple reporting flow and easy-to-understand internal SOPs, while also providing training to caregivers for their implementation.

6. **Constraints: Sensitivity of sexually related material**

The topics of reproductive health and sexual violence are considered sensitive for some students and caregivers.

Solution: The material is delivered with an Islamic value-based approach, emphasizing aspects of health, self-protection, and moral responsibility, so that it remains relevant and accepted by the Islamic boarding school community (Amalia dkk., 2021; Daryngga & Widodo, 2024; Mukhlis dkk., 2024; Sa'dyah, 2025).

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CONCLUSION

Based on the implementation of the Community Partnership Program (PkM) activities aimed at improving reproductive health and preventing sexual violence at the Ittihadil Ummah Islamic Boarding School, several conclusions can be drawn. First, the outreach and educational sessions successfully enhanced the students' knowledge regarding reproductive health, pubertal changes, proper care of reproductive organs, and the ability to distinguish between myths and facts, as clearly demonstrated by the significant increase in average scores from the pre-test to the post-test. Second, the caregivers and religious teachers showed an improved understanding of sexual violence, its characteristics, self-protection strategies, and reporting procedures, which has better equipped them to serve as proactive supervisors and supportive companions for the students. Third, the implementation of standard operating procedures for child protection and formal reporting mechanisms has provided the Islamic boarding school with a systematic framework for handling cases of sexual violence, thereby contributing to the creation of a safer and more secure environment for all students. Finally, a participatory approach grounded in Islamic values, combined with the use of interactive media, proved to be effective in increasing both student engagement and comprehension throughout the program.

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