



**Enhancing Legal Literacy to Prevent Early Marriage and Domestic Violence:
A Community Service Program at Madrasah Aliyah Miftahul Hasanah Gondosuli**

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Abstrak: Perkawinan anak dan kekerasan dalam rumah tangga (KDRT) tetap menjadi masalah sosial yang prevalen di daerah pedesaan, termasuk di sekitar Madrasah Aliyah Miftahul Hasanah, Desa Gondosuli, seringkali dipicu oleh rendahnya kesadaran hukum dan tekanan budaya yang kuat. Berdasarkan kondisi ini, program pengabdian kepada masyarakat ini bertujuan untuk meningkatkan literasi hukum di kalangan siswa madrasah aliyah, sehingga mereka dapat memahami, mengidentifikasi, dan mencegah perkawinan anak serta kekerasan dalam rumah tangga melalui pendekatan pendidikan preventif. Program ini dilakukan dengan metode observasi kondisi mitra, wawancara dengan berbagai pihak, serta interaksi langsung dengan siswa madrasah aliyah. Hasil program ini menunjukkan adanya peningkatan yang signifikan dalam pemahaman siswa tentang batas usia minimum untuk menikah dan bentuk-bentuk kekerasan dalam rumah tangga. Indikator hasil kegiatan ini ditunjukkan melalui peningkatan pemahaman hukum siswa tentang batas usia minimum pernikahan, kemampuan siswa dalam mengidentifikasi bentuk-bentuk kekerasan, dan munculnya kesadaran reflektif siswa untuk menyampaikan persoalan secara terbuka. Kesimpulannya, pendidikan hukum preventif terbukti efektif dalam meningkatkan kesadaran hukum siswa. Program ini merekomendasikan integrasi topik hukum dasar ke dalam kurikulum.

Kata Kunci: Pernikahan Anak; Kekerasan Dalam Rumah Tangga; Literasi Hukum, Pendidikan Preventif; Siswa Madrasah Aliyah

Abstract: Child marriage and domestic violence (KDRT) remain prevalent social issues in rural areas, including around Madrasah Aliyah Miftahul Hasanah, Gondosuli Village, often driven by low legal awareness and strong cultural pressure. Based on this condition, this community service program aimed to enhance legal literacy among Islamic high school students, enabling them to understand, identify, and prevent child marriage and domestic violence through a preventive educational approach. This program was conducted by observing the conditions of partners, interviewing various parties, and interacting directly with madrasah aliyah students. The results of this program showed a significant increase in students' understanding of the legal age for marriage and the forms of domestic violence. The indicators of the results of this activity are demonstrated through an increase in students' understanding of the minimum age for marriage, their ability to identify forms of violence, and the emergence of reflective awareness among students to communicate

issues openly. In conclusion, preventive legal education proved effective in improving students' legal awareness. This program recommends integrating basic legal topics into non-formal educational activities within the madrasah and strengthening collaboration between educational institutions and universities in protecting children and preventing community-based violence.

Keywords: Child Marriage; Domestic Violence; Legal Literacy; Preventive Education; Islamic High School Students

Introduction

Legal issues in the domestic sphere, such as early marriage and domestic violence (DV), are complex social problems that are still prevalent in rural areas (Fardhila, 2024) , including in Gondosuli Village, Pakuniran District, Probolinggo Regency. In practice, these two issues not only reflect the weak legal protection for vulnerable groups (especially women and children), but also indicate the low level of legal literacy among the general public (Niza & Sakban, 2019) .

Based on initial observations and discussions with village partners, it was found that most of the Gondosuli Village community did not have an adequate understanding of the legal and social impacts of early marriage and domestic violence. This is exacerbated by the persistence of cultural values that condone these practices as part of social norms that have been passed down from generation to generation (M. Muhammad, personal communication, April 25, 2025). Therefore, a preventive and participatory educational approach is needed to increase public legal awareness.

This Community Service Program (PKM) was developed as a form of academic contribution to improving public legal literacy, particularly regarding the issues of early marriage and domestic violence. By providing contextual and communicative legal education, it is hoped that the people of Gondosuli Village will have a better understanding of their legal rights and obligations in domestic life and be able to take preventive measures against possible legal violations.

The partners in this PKM activity are Madrasah Aliyah Miftahul Hasanah, located in Gondosuli Village, including the head of the madrasah, the teachers' council, and all 10th and 11th grade students at the institution. The school welcomed the legal education activity because the issues of early marriage and domestic violence are often a concern but have not been seriously addressed through a legal approach.

Gondosuli Village is one of the villages in the Probolinggo Regency, where most of the residents work as farmers and farm laborers. The level of education among the community is generally low, with the majority being elementary and junior high school graduates. This factor contributes to the low level of public awareness of the importance of understanding legal regulations, especially those related to family life (Nurhadiyanti, 2022) .

The social structure of rural communities is still heavily influenced by local social and religious norms, where decisions regarding child marriage, for example, are often influenced more by the wishes of the extended family or social pressure than by legal considerations and the psychological readiness of the child themselves (Gusti, 2024) . In addition, there is still a view that domestic problems, including violence, are private matters that should not be discussed in public or reported to the authorities.

The following are the partner issues that have been identified and will be resolved through this PKM program, presented in a narrative form to describe the partner's condition concisely and accurately:

a. Low level of legal literacy among the community, especially regarding family law (Ichrom et al., 2023) .

Most of the people in Gondosuli Village do not fully understand the content and purpose of the applicable laws and regulations, such as Law Number 1 of 1974 concerning Marriage (jo. Law No. 16 of 2019) and Law Number 23 of 2004 concerning the Elimination of Domestic Violence. This lack of understanding prevents the community from realizing that actions taken within the household can violate the law and have long-term legal consequences.

b. The prevalence of early marriage practices that do not comply with the provisions of the law (Mumek, 2020) .

In the field, it was found that many girls were married at the age of 15–17, with the reasons being to maintain family honor, economic pressure, or because they were already in a relationship with their partner. In fact, marriage at that age is prone to triggering domestic conflicts and increasing the risk of domestic violence due to the mental and economic unpreparedness of the couple.

c. The lack of public understanding about the forms of domestic violence and reporting mechanisms (Fahlani et al., 2024) .

Some members of the community are unable to distinguish between physical, psychological, sexual, and economic forms of domestic violence. In fact, some acts of violence are considered as normal or as a form of family education. As a result, victims of domestic violence do not dare to report it or do not know who to complain to.

d. There is no systematic family law education program at the village level.

Until now, the legal education received by the community has been very limited, only through brief counseling from health centers or social institutions in the context of reproductive health. There are no forums or learning media that specifically explain legal rights in the family in a practical and applicable manner.

e. There is a lack of involvement from community and religious leaders in preventing early marriage and domestic violence through legal means.

Community leaders actually have a strategic role in encouraging behavioral change in the community. However, not all leaders have adequate legal understanding, so the counseling provided is more moralistic than juridical in nature.

f. Social attitudes that still consider reporting domestic violence to be shameful (Fatmariza et al., 2020) .

A culture of shame and fear of ostracism causes victims of domestic violence to remain silent or return to the perpetrator. The community does not yet have the courage to view domestic violence as a violation of the law that must be dealt with fairly and justly.

Several similar programs have been implemented, including by Muhammad Ichrom et al., whose activities showed an increase in students' understanding of the problems of child marriage in vocational schools and their solutions (Ichrom et al., 2023). Yenny Aman Serah et al., in the Lingkonong Village Towards a Child Marriage-Free Generation program, also succeeded in increasing the capacity of the Family Empowerment and Welfare Movement Team (TP-PKK) in managing the CEPAC (Preventing Child Marriage) digital socialization campaign (Serah et al., 2025). Another program was carried out by Zulfikar et

al., which showed an increase in students' understanding of family law and child protection (Zulfikar et al., 2025).

Unlike some of the previous programs, this community service activity combined several key elements, namely: improving the legal literacy of the community through students and madrasah aliyah students, preventive efforts against early marriage, which is still a local tradition, and legal awareness of the dangers of domestic violence, which is still prevalent in the local community but is still considered a family disgrace. With a community-based and participatory approach, this activity is expected to not only increase the community's legal knowledge but also shape critical attitudes and collective awareness of the importance of building a socially healthy and law-abiding household.

Method

This community service program was the result of a collaboration between lecturers and students and was conducted at Madrasah Aliyah Miftahul Hasanah in Gondosuli Village. The program was implemented from May 14 to May 26, 2025. The methodological details are described as follows:

1. Activity Design

This program employed a community-based participatory approach, in which madrasah students and the madrasah institution as the target group were positioned as active subjects throughout all stages of the program, rather than merely as beneficiaries. The direct involvement of students and the madrasah community in the designed activities was a key factor in the success of this community service program. This approach fostered a sense of ownership among stakeholders, which contributed to the sustainability of the program outcomes after its completion. Moreover, the participatory approach created an interactive learning environment, ensuring that the transfer of legal knowledge and awareness was not unidirectional but dialogical and contextual.

2. Participants and Location

The participants in this program consisted of lecturers and students, with roles assigned in a well-balanced and proportional manner. The activities were carried out at Madrasah Aliyah Miftahul Hasanah, located in Gondosuli Village, Pakuniran Subdistrict, Probolinggo Regency.

3. Data Collection Techniques

Preliminary data regarding the conditions of child marriage and domestic violence were collected through direct field observations and interviews with key stakeholders, including local community leaders, the management of the Miftahul Hasanah Foundation, teaching staff, and students of Madrasah Aliyah Miftahul Hasanah.

4. Evaluation Techniques

The evaluation of the program was conducted using two methods. First, which are used to measure changes in students' legal knowledge and understanding before and after the activity. Second, post-activity brief interviews were conducted to identify changes in students' personal awareness and subjective experiences related to the legal information they had received following the program.

Results and Discussion

A. Results

This Community Service Program was implemented by the OBE Community Service Team in collaboration with Madrasah Aliyah Miftahul Hasanah in Gondosuli Village as a collaborative effort to address complex social issues, namely the high rate of early marriage and the potential for domestic violence (DV) due to low legal awareness among teenagers and parents. This community service integrated a legal-based educational approach and participatory methods in delivering material, exploring cases, and empowering students.

1. Description of Solution Implementation Based on Stages

a. Initial Coordination with Partners

Initial coordination was conducted on May 14, 2025, at the Miftahul Hasanah Foundation. At this stage, the OBE KKN Team conveyed the purpose and objectives of the activity and conducted direct observations of the surrounding environment and the existing learning system.



Figure 1. Initial Coordination With Partners

Figure 1 above shows that we were warmly welcomed by the Head of the Madrasah, Mr. Ahmad Kholid, S.Pd. He welcomed the idea of legal education for madrasah students. The results of the initial interview with him revealed:

"Many of our students come from families with traditional mindsets, so the issue of early marriage is considered normal. Some even think that getting married is more important than continuing their education."

(Interview, May 14, 2025)

In addition, we identified a lack of teaching materials for madrasah students that touch on aspects of family law, domestic violence, and children's rights and protection.

b. Internal Coordination of the OBE KKN Team

After obtaining preliminary data and agreeing on the theme of the activity, the OBE Community Service Team held a series of internal meetings, both offline at the Law Study Program, Faculty of Social and Humanities, Nurul Jadid University, and online through a Telegram group. The focus of the meetings was to compile legal material that was easy for students to understand, set up a schedule of activities, and develop interactive methods such as discussions and case studies, as well as legal comprehension quizzes.



Figure 2. Internal Coordination Offline and Online

Based on the image above, the outreach material was compiled using a preventive educational approach, including:

- 1) The background of the issue of early marriage and the potential for domestic violence;
- 2) Definitions of early marriage and domestic violence in accordance with applicable laws and regulations;
- 3) The legal basis for marriage and domestic violence in laws and regulations;
- 4) Causes of early marriage and domestic violence;
- 5) The consequences and impacts of early marriage;
- 6) Legal sanctions for perpetrators of domestic violence;
- 7) The role of the government and society in preventing early marriage and the potential for domestic violence; and
- 8) The importance of education and mental preparedness in building a household.

The educational material presented in this program is of great urgency to the participants, especially the students of Madrasah Aliyah Miftahul Hasanah, because it directly touches on the social realities they face in their surroundings.

The delivery of the material using a preventive educational approach is not only informative, but also shapes the participants' critical awareness of the importance of protecting themselves from an early age. This material is very important because it raises current issues such as early marriage and domestic violence, which often occur in society but are often considered normal due to limited understanding of the law.

By including definitions of early marriage and domestic violence in accordance with laws and regulations, participants gained legal knowledge that they did not previously have. Explanations of legal bases such as Law No. 16 of 2019 concerning Amendments to Law No. 1 of 1974 concerning Marriage and Law No. 23 of 2004 concerning the Elimination of Domestic Violence are important tools for students to be able to recognize which actions violate the law and what protective measures can be taken. In addition, the explanation of the causes and consequences of early marriage opened their minds to the fact that marriage is not only a matter of social status, but also concerns mental readiness, education, and future sustainability.

Legal sanctions for perpetrators of domestic violence and the role of the government and society in prevention also emphasize that the law exists to protect, not just to punish. Thus, this material is very important not only as education, but also as a tool for social transformation that fosters understanding and legal attitudes from an early age, and encourages the younger generation to choose a more rational, safe, and dignified path in life.

c. Implementation of Awareness and Education Activities

The main activity was held on May 26, 2025, from 9:00 a.m. to 11:30 a.m. Western Indonesian Time in the hall of Madrasah Aliyah Miftahul Hasanah. The event was officially opened by the Head of the Madrasah and attended by 45 students from grades X and XI and 5 accompanying teachers. The OBE KKN team delivered the material through two main segments and one additional segment from the field supervisor, as follows:

1) Segment I: Presentation of Legal Material (Early Marriage and Domestic Violence)

This session was opened by the Head of the OBE Community Service Program Team, Ahmad Hidayat, who introduced the background of the activity and the importance of legal understanding for the younger generation. This was followed by a presentation of the core material by team member Kurdotun Aini, who also served as the main resource person.

Figure



3.

Documentation Of Participants And The obe Community Service Program team during the activity at the partner institution

The material presented was structured based on a preventive educational approach with the aim of equipping participants with a comprehensive understanding of early marriage and domestic violence.

a) Background of the Issues of Early Marriage and Domestic Violence

The presentation began with an explanation of why the issues of early marriage and domestic violence are important to discuss in an educational setting. It was conveyed that based on the initial observations of the OBE Community Service Program team, there is a tendency for early marriage in the environment surrounding the madrasah, which is influenced by economic and cultural factors, as well as a lack of legal understanding. In addition, cases of domestic violence often occur in silence, as they are considered a private matter.

b) Definition and Legal Basis

Next, the definition of early marriage was explained based on Law No. 16 of 2019, which sets the minimum age for marriage at 19 years for both women and men. For domestic violence, referring to Law No. 23 of 2004, various forms of domestic violence are explained, including physical, psychological, sexual, and economic abuse. With concrete examples, participants were invited to understand that the law protects them from practices that could harm their future.

c) Causes and Effects

The material continued with a discussion of the main factors causing early marriage, such as family pressure, cultural myths, pregnancy outside of marriage, and lack of education. The impacts of early marriage, such as dropping out of school, high divorce rates, health risks for mothers and children, and household economic instability, were presented with infographics. This led to silence and deep awareness among the participants.

d) Legal Sanctions and the Role of Society

It was also conveyed that perpetrators of domestic violence can be subject to criminal penalties, and that child marriages that do not meet legal requirements can be annulled. The community, teachers, and families have an important role in preventing these two issues. It was emphasized that schools are the first place to voice protection for children and youth rights.

e) The Importance of Education and Mental Preparedness

The material concluded with a reflection on the importance of education, independence, and mental preparedness in entering the world of marriage. Students were encouraged to plan a rational future, make education a priority, and not rush into major life decisions such as marriage without adequate preparation.

2) Segment II: Q&A and Interactive Discussion

After the presentation session ended, the moderator opened the question and answer session. This session was lively and enthusiastic. Many students, both male and female, asked questions that showed their emotional and intellectual engagement with the material presented. Some interesting questions included:

a) Rizal (10th grade):

"Can dating be categorized as domestic violence if there is physical or verbal abuse?"

Answer: It was explained that legally, violence in dating relationships is not yet included in the Domestic Violence Law, but it can still be reported as a general criminal offense, such as abuse or harassment.

b) Nurul (11th grade):

"Can we report to the police if we hear that a neighbor is experiencing domestic violence?"

Answer: Absolutely, and it is even a form of community participation in preventing violence. Reports can be made through the neighborhood association, guidance counselor, or directly to law enforcement officials.

3) Additional Segment: Legal Perspective from the Field Supervisor

In closing, Field Supervisor (DPL) Ismail Marzuki, M.H., provided academic reinforcement of the legal perspective while remaining down to earth. In his presentation, he emphasized that the law is not only about punishment, but more about the protection of human rights, especially children and women in this context.

"Teenagers like you are in a period of identity search. During this period, it must be ensured that there is no pressure, either from family or culture, that forces you to make big decisions such as getting married without being ready. Therefore, education is the strongest safeguard for your future," he said.



Figure 4. DPL Provides Additional Information About Early Marriage And Domestic Violence From A Legal Perspective

He also invited teachers and principals to make madrasas protective institutions that not only teach religious and academic knowledge, but also legal and social protection values. According to him, legal socialization like this can be included in routine agendas such as thematic recitations, student forums, or extracurricular activities.

The event concluded with the presentation of symbolic souvenirs from the OBE Community Service Program Team to the madrasah, as well as a post-test to measure participants' understanding. The students appeared more open, with some even approaching the team personally for further consultation.



Figure 5.

Souvenirs To Partners

Presentation Of

The enthusiasm of the participants shows that participatory legal education can shape critical awareness and constructive legal attitudes. Thus, this activity is a starting point for improving legal literacy among madrasah students in rural areas such as Gondosuli.

D. Evaluation and Monitoring

The evaluation and monitoring of the OBE Community Service Team's activities at Madrasah Aliyah Miftahul Hasanah were carried out systematically to determine the effectiveness of the activities in improving the participants' understanding of the law, particularly regarding the issues of early marriage and domestic violence (DV). The evaluation was conducted through *pre-tests* and *post-tests* completed by all students participating in the counseling program. The evaluation results showed a significant increase in knowledge, where most students who previously did not understand the legal age for marriage or the forms of domestic violence were able to explain both accurately after the activities.



Figure 6. Evaluation and

implementation of activities

monitoring of the

In addition, monitoring was carried out by interviewing a number of teachers and students to determine the qualitative impact of the activity. One teacher stated that after the activity, several students began to openly discuss personal issues related to the pressure of early marriage. The head of the madrasah also expressed interest in making legal education part of the madrasah's routine activities. The OBE Community Service Team also submitted follow-up monitoring instruments to the madrasah to be used in monitoring students over the next few weeks. This evaluation shows that the community service activity had a real impact and opened up opportunities for the continuous strengthening of legal literacy in the school environment.

B. Discussion

The implementation of community service activities by the OBE KKN Team at Madrasah Aliyah Miftahul Hasanah is a concrete example of the synergy between the academic world and secondary education institutions in striving to improve legal literacy among teenagers. In a rural social context such as Gondosuli Village, the presence of this program is not merely a formal community service agenda, but has transformed into a cultural intervention that dismantles old narratives that have normalized the practices of early marriage and domestic violence (KDRT). These two issues are not merely moral or social problems, but have become legal problems that directly impact the protection of children's and women's rights (Ulya, 2025). Vera Sagalova et al. emphasize that, descriptively, women who marry or give birth during early adolescence (early marriage) are disproportionately found among populations with the lowest levels of economic well-being and educational attainment (Sagalova et al., 2021). This finding is consistent with conditions observed in the field, where the practice of early marriage is prevalent among families with low levels of welfare and education, as marriage is often perceived as a way to reduce parental responsibilities and economic burdens.

Early marriage in the community where the outreach program is conducted is not a new phenomenon. This practice has been going on for years, often justified by economic reasons, family pressure, or the assumption that it is better for women to marry early than to continue their education (Putranto, 2018). This is reinforced by the community's lack of knowledge about the legal age for marriage and the long-term effects of early marriage. As is well understood, Indonesian positive law has introduced changes to the minimum legal age of marriage, setting it at 19 years for both men and women. However, research conducted by Ewa Batyra and Luca Maria Pesando emphasizes that changes to the minimum age of marriage have not been effective in curbing the practice of early marriage in several countries, such as Benin, Mauritania, Kazakhstan, and Bhutan (Batyra & Pesando, 2021). This is where this community service activity plays a strategic role in building legal awareness through an educational-preventive approach. The material compiled by the team not only contains legal theories but is also contextualized with the daily lives of the participants, especially madrasah students who are the main target of the activity. The material on the definition of early marriage, the legal basis in Law No. 16 of 2019, and its social and legal consequences was presented in a straightforward and communicative manner, accompanied by visualizations of real cases.

The activity was divided into two segments—material presentation and interactive discussion—which opened up space for critical dialogue between the speakers and participants. In the first segment, the material was delivered smoothly and systematically. The participants looked enthusiastic and listened intently, especially when the material explained how the law can be used as a means of protection from pressure to marry at an early age or from becoming a victim of domestic violence. The presentation by students, especially with an approach that was close to the participants' age, also influenced the reception of the educational message. The absence of a wide gap between the presenters and the audience created a fluid and interactive atmosphere for dialogue. The students were not only passive listeners, but also actively asked questions and participated in discussions, which showed that the material presented was able to raise their critical awareness.

The discussion segment was an important moment that showed that understanding the law is not something that is difficult for madrasah students to grasp. The various questions asked by the students showed how they have been facing real issues related to the theme of devotion, but did not have enough space or courage to voice them. Questions such as whether marriage can be refused even if forced by parents, or how to report violence experienced by people around them, are evidence of the urgent need to provide legal education in the lives of students. This shows that community service activities are not only about transferring information, but also facilitating the expression of students' personal experiences in their social environment (Erwina et al., 2025). This is where the transformative dimension of this community service lies: when academic activities are able to disrupt established social inequality structures and present alternative solutions based on the law.

The presence of field supervisors added strength to this activity. With a more conceptual yet down-to-earth delivery style, the lecturers enriched the participants' insights by explaining that law is not only about articles and criminal penalties, but also a mechanism for protecting and guaranteeing the rights of citizens, especially children and women (Wardhani et al., 2025). The emphasis on the importance of education and mental preparedness in entering the world of marriage is a crucial point in the narrative of strengthening legal protection from school age. The lecturer also emphasized that marriage is not a solution to poverty or social pressure, but rather a serious institution that requires physical, psychological, financial, and social preparedness.

The evaluation of the activity was conducted through *pre-tests* and *post-tests* as well as qualitative interviews with students and teachers. The results showed a significant increase in students' understanding of marriage law and domestic violence. Previously, most students did not know that the minimum age for marriage was 19 years old or that psychological violence in the household was categorized as domestic violence. However, after the activity, they not only understood this but were also able to relate the material to their daily experiences. Qualitative evaluations from guidance counselors and madrasah principals also reinforced these findings. Some students began to openly express the pressures they were experiencing, which had never been discussed in formal school settings (A . This shows that the community service activity has opened up a new space for awareness as well as a more empathetic channel of communication between students, teachers, and other supportive environments (Haryati et al., 2025).

Analysis of the dynamics of the activity shows that this form of legal counseling must be designed with a communicative and contextual approach. The law must be brought down from its ivory tower so that it can be understood and lived by the grassroots community (Lismanto & Utama, 2020). Madrasah students, most of whom are the first generation in their families to pursue secondary education, certainly need more visual, narrative, and participatory delivery methods. Therefore, presentations in the form of infographics, theatrical performances, and case simulations are very effective approaches in bridging the complexity of the law to lay understanding.

Although this activity ran smoothly and achieved encouraging results, there were several challenges that should be noted for reflection. First, time constraints meant that the material had to be presented concisely, even though the issues discussed were very broad and complex. Second, the lack of involvement of parents or guardians in this

activity was an obstacle in itself, given that most of the pressure for early marriage comes from the family environment. Therefore, in the long term, it is necessary to design a legal education model that also targets parents, through parent forums or collaboration with community leaders.

Overall, the OBE community service activities at Madrasah Aliyah Miftahul Hasanah have made an important contribution to building legal awareness among students. Not only did it enrich the students' knowledge of their rights as citizens, but it also equipped them with the tools to make more rational and safe life decisions. This activity proves that a humanistic and participatory educational approach is more effective in internalizing legal values into the collective consciousness of students (Bhoki et al., 2025). In the future, this type of activity can be a model for intervention that can be replicated in other schools, especially in areas that are prone to early marriage and domestic violence. Additionally, collaboration between universities and secondary education institutions needs to be strengthened so that legal education can touch on broader preventive aspects, reaching not only students but also families and the community at large. Thus, community service does not stop at short-term programs but becomes part of a sustainable movement in creating a law-conscious and empowered society.

Conclusion

The community service activities conducted at Madrasah Aliyah Miftahul Hasanah have contributed to significant changes in students' knowledge and legal awareness regarding the meaning and risks of early marriage, as well as various forms of domestic violence. Practices of early marriage that were previously perceived as part of cultural tradition are now understood as actions that should be avoided due to their profound negative impacts on the future of the family. Likewise, domestic violence, which was once regarded as a form of hardship to be endured in building a household, is now recognized by students as an act that must be opposed because it is contrary to criminal law. As a follow-up, it is highly recommended that legal education materials on early marriage and domestic violence be integrated into non-formal education programs in madrasahs, such as extracurricular activities or legal awareness forums for students. In addition, further education involving parents is needed so that legal awareness does not stop in the classroom but extends to the family and community. Partnerships between secondary education institutions and universities need to be strengthened so that similar programs can be replicated in other regions in a sustainable and systematic manner.

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