

Optimizing Digital Literacy and Legal Awareness among Early Childhood Education Teachers as a Risk Mitigation Strategy in Educational Digitalization Programs

Mengoptimalkan Literasi Digital dan Kesadaran Hukum di Kalangan Guru Pendidikan Anak Usia Dini sebagai Strategi Mitigasi Risiko dalam Program Digitalisasi Pendidikan

^{1*} Windhu Sugiarto

¹Attorney General's Office of the Republic of Indonesia

*Email correspondent : sugiartosugiarto1977@gmail.com

Abstract

The rapid implementation of digitalization programs in Indonesia's Early Childhood Education (PAUD) sector has created critical governance challenges, particularly regarding legal compliance and financial accountability among educators. Thousands of PAUD principals and teachers across East Java are now directly responsible for managing digital program funds and data systems, yet many lack sufficient understanding of their legal obligations and the accountability mechanisms that govern their activities. This community service activity was conducted by the Legal Information Section (Seksi Penerangan Hukum) of the East Java High Prosecutor's Office (Kejaksaan Tinggi Jawa Timur / Kejati Jatim) on November 7, 2025, at the Balai Besar Penjaminan Mutu Pendidikan (BBPMP) of East Java Province, Surabaya. The activity aimed to optimize the digital literacy and legal awareness of PAUD educators as a proactive risk mitigation strategy within the context of educational digitalization programs. Employing a participatory legal education approach, the program involved interactive lectures, open question-and-answer sessions, and practical case-based discussions facilitated by Windhu Sugiarto, S.H., M.H., CSSL. Hundreds of PAUD principals and teachers from across East Java participated. Results demonstrate a high level of participant engagement and active interest in legal compliance, reflecting significant unmet demand for prosecutor-led legal education in the education sector. This activity establishes a replicable model of institutional collaboration between the justice system and the education community, with implications for strengthening integrity, preventing fund misuse, and building sustainable legal culture in PAUD governance across Indonesia.

Keywords: legal awareness; digital literacy; legal empowerment; risk mitigation; early education.

Abstrak

Implementasi pesat program digitalisasi di sektor Pendidikan Anak Usia Dini (PAUD) di Indonesia telah menimbulkan tantangan tata kelola yang krusial, khususnya terkait kepatuhan hukum dan akuntabilitas keuangan di kalangan pendidik, di mana ribuan kepala sekolah dan guru PAUD di seluruh Jawa Timur kini secara langsung bertanggung jawab dalam mengelola dana program digital serta sistem data, namun banyak di antara mereka belum memiliki pemahaman yang memadai mengenai kewajiban hukum dan mekanisme akuntabilitas yang mengatur aktivitas tersebut. Kegiatan pengabdian kepada masyarakat ini dilaksanakan oleh Seksi Penerangan Hukum Kejaksaan Tinggi Jawa Timur (Kejati Jatim) pada 7 November 2025 di Balai Besar Penjaminan Mutu Pendidikan (BBPMP) Provinsi Jawa Timur, Surabaya, dengan tujuan mengoptimalkan literasi digital dan kesadaran hukum para pendidik PAUD sebagai strategi mitigasi risiko yang bersifat proaktif dalam konteks program digitalisasi pendidikan. Dengan menggunakan pendekatan pendidikan hukum partisipatif, program ini melibatkan ceramah interaktif, sesi tanya jawab terbuka, serta diskusi berbasis kasus praktis yang difasilitasi oleh Windhu Sugiarto, S.H., M.H., CSSL, dan diikuti oleh ratusan kepala sekolah serta guru PAUD dari berbagai wilayah di Jawa Timur. Hasil kegiatan menunjukkan tingkat keterlibatan peserta yang tinggi serta minat aktif terhadap isu kepatuhan hukum, yang mencerminkan adanya kebutuhan besar yang belum terpenuhi terhadap edukasi hukum yang dipimpin oleh aparat kejaksaan di sektor pendidikan, sekaligus menghasilkan model kolaborasi institusional yang dapat direplikasi antara sistem peradilan dan komunitas pendidikan, dengan implikasi pada penguatan integritas, pencegahan penyalahgunaan dana, serta pembangunan budaya hukum yang berkelanjutan dalam tata kelola PAUD di Indonesia.

Kata kunci: kesadaran hukum; literasi digital; pemberdayaan hukum; mitigasi risiko; pendidikan anak usia dini.

Submitted: 19/11/2025

Revision: 20/03/2026

Accepted: 21/04/2026



INTRODUCTION

The global shift toward digitalization in public services has fundamentally transformed how educational institutions manage their administrative, financial, and programmatic operations (İşcan & Çöme, 2026). In Indonesia, this transformation is most acutely felt in the Early Childhood Education (Pendidikan Anak Usia Dini / PAUD) sector, where recent government initiatives have mandated the adoption of digital platforms for program reporting, fund disbursement, and institutional data management (Howard-Jones et al., 2021; Lizarzaburu Bolaños et al., 2025). While digitalization holds significant promise for increasing transparency and efficiency, it simultaneously introduces new legal risks and governance complexities that many frontline educators are ill-prepared to navigate (Geana et al., 2024; Lee et al., 2024).

At the global level, research consistently demonstrates that digitalization programs in public institutions, particularly those involving the electronic management of public funds require accompanying investments in legal literacy and governance capacity-building (Duan, 2025; Sermhattakit & Sae-Lim, 2025). Without such investments, digital transformation can paradoxically increase institutional vulnerability to administrative violations, inadvertent mismanagement, and even criminal liability (Ganaie, 2026; Zehra & Hidayah, 2021). This dynamic is especially pronounced among community-level educators who lack formal training in public administration or legal compliance (Widodo, 2018; Wulandari & Nugroho, 2020).

In Indonesia, the PAUD sector encompasses more than 180,000 registered institutions operating across the archipelago, many of which are managed by community volunteers or educators with minimal administrative training (Biju & Gayathri, 2023; Wahyuni, 2021). East Java Province, as one of Indonesia's most populous and PAUD-dense provinces, is a critical arena for understanding the governance challenges of educational digitalization (Utami & Hasyim, 2018a). The province hosts thousands of PAUD institutions ranging from government-managed units to community-based centers, all of which are now expected to comply with digital reporting and accountability systems as part of the national PAUD digitalization program (Mittal & Jha, 2026).

The legal framework governing the management of PAUD program funds in Indonesia is complex and multi-layered (Turmudi, 2020). It encompasses the Law on State Finance (Law No. 17 of 2003), the Law on the Eradication of Corruption (Law No. 31 of 1999 as amended by Law No. 20 of 2001), government regulations on public financial management, and ministerial regulations specific to PAUD program fund disbursement and reporting (M. Torres & Black, 2020). For educators without legal training, the intersection of these frameworks particularly in a digital environment creates significant ambiguity about what constitutes compliant practice (Gruzd & Hernández-García, 2024).

The consequences of non-compliance, whether intentional or inadvertent, can be severe. Indonesian anti-corruption law takes a broad view of accountability for public funds, placing legal obligations on any party who manages or disburses such resources, regardless of institutional scale or the actor's professional background (A. Taylor & Robinson, 2018). This means that PAUD teachers and principals who mismanage digital program funds even through ignorance of proper procedures may face administrative sanctions or criminal investigation (S. Taman, 2018). The psychological and institutional impact of such outcomes on individual educators and their communities can be devastating (Suparno, 2021).

Despite the magnitude of this challenge, the academic literature on legal empowerment in the Indonesian PAUD sector remains sparse (Karli, 2026). Most existing research focuses either on pedagogical aspects of early childhood education or on enforcement-oriented legal interventions in the public sector, with limited attention to the preventive, educative dimension of legal empowerment for non-legal professionals in education (Sousa, 2025). This gap is particularly significant given the documented tendency of PAUD educators to underreport governance difficulties due to fear of legal consequences, lack of accessible legal information, or distrust of formal institutions (Setiawan, 2019; Sserwanga et al., 2023).

The East Java High Prosecutor's Office (Kejaksaan Tinggi Jawa Timur / Kejati Jatim) has recognized this structural gap and taken a pioneering step by repositioning its Legal Information Section as an active instrument of community legal empowerment. On November 7, 2025, Kejati Jatim organized a large-scale legal education activity for PAUD principals and teachers across East Java at the Balai Besar Penjaminan Mutu Pendidikan (BBPMP) of East Java Province. This activity was led by the Head of the Legal Information Section, Windhu Sugiarto, S.H., M.H., CSSL, and attracted hundreds of participants from across the province. The event was subsequently reported by 53 news outlets across East Java and at the national level, demonstrating significant public interest and the broad reach of the initiative.

This article documents and analyzes the Kejati Jatim PAUD legal education activity as a model of community service and legal empowerment, situating it within broader frameworks of digital governance, preventive legal education, and prosecutor-led community engagement. The article aims to: (1) describe the design and implementation of the activity; (2) analyze its outcomes in terms of participant engagement, legal knowledge transfer, and institutional impact; and (3) propose a replicable model for optimizing digital literacy and legal awareness among PAUD educators as a risk mitigation strategy in the context of educational digitalization programs across Indonesia.

IMPLEMENTATION METHOD

1. Form and Approach of the Activity

This community service activity employed a participatory legal education approach (penerangan hukum partisipatif), integrating direct legal instruction with interactive dialogue and experiential case discussion. The choice of approach was informed by three considerations. First, the target participants, PAUD principals and teachers, are adult learners whose engagement is most effectively supported through practically oriented, experiential learning methods that connect legal concepts to familiar institutional contexts (P. Taylor & Robinson, 2018). Second, the subject matter of legal compliance in digital fund management is inherently practical and requires educators not merely to understand abstract legal norms, but to translate them into day-to-day administrative practice (Fisher, 2018). Third, the legal education context demands a trust-based, non-threatening facilitation approach to overcome potential resistance or anxiety among participants who may perceive legal institutions as adversarial rather than supportive (A. Taman, 2018).

The activity combined three complementary methods: (1) penerangan hukum, a structured legal information session delivered by a qualified prosecutor covering the legal framework, common risk areas, and accountability mechanisms of the PAUD digitalization

program; (2) sesi tanya jawab interaktif, an open Q&A session in which participants raised real governance challenges from their institutions and received legally grounded guidance; and (3) diskusi kasus praktis, an informal discussion of practical scenarios relevant to PAUD program management, enabling participants to apply legal principles to familiar institutional situations. This methodological combination is consistent with best practices in community legal empowerment, which emphasize the integration of information provision, dialogue, and practical application (L. Torres & Black, 2020).

2. Partner Institution and Target Participants

The primary partner institution for this activity was the Balai Besar Penjaminan Mutu Pendidikan (BBPMP) of East Java Province, the regional center for educational quality assurance operating under the Ministry of Education, Culture, Research, and Technology. BBPMP East Java provided the venue for the activity, assisted in mobilizing participants from across East Java's 38 districts and municipalities, and contributed institutional legitimacy to the event as a recognized authority in PAUD quality improvement. This collaboration exemplifies the kind of cross-institutional synergy that is central to effective community legal empowerment, combining the legal authority of the prosecutor's office with the educational reach and credibility of BBPMP (Widodo, 2018; Wahyuni, 2021).

The target participants were PAUD principals and teachers from across East Java Province. Hundreds of participants attended the activity, representing a diverse range of institutional types including state-managed PAUD, community-based PAUD (PAUD Berbasis Komunitas), integrated early childhood development centers (Pos PAUD), and Islamic early childhood education institutions (Raudhatul Athfal). This breadth of participation ensured that the legal education delivered reflected the diversity of governance contexts within which PAUD digitalization programs are implemented across the province (Suparno, 2021).

3. Stages of Activity Implementation

Stage 1 Preparation and Needs Assessment: In the preparatory phase, the Kejati Jatim Legal Information Section conducted a preliminary analysis of the legal compliance challenges most commonly faced by PAUD educators in the context of the digitalization program. This assessment was informed by the Section's prior experience in handling cases involving public fund mismanagement in educational institutions, as well as coordination with BBPMP East Java regarding the specific governance challenges reported by PAUD administrators across the province. Based on this assessment, a structured presentation module was developed covering: the legal framework applicable to PAUD fund management; the most frequent patterns of administrative deviation in digitalization program implementation; the accountability mechanisms applicable at each stage of program execution; and the legal rights and obligations of PAUD administrators as managers of public resources (Utami & Hasyim, 2018b).

Stage 2 Core Activity Implementation: The central community service activity was held at BBPMP East Java, Surabaya, on Friday, November 7, 2025. The session was facilitated by Windhu Sugiarto, S.H., M.H., CSSL, Head of the Legal Information Section of Kejati Jatim. The presentation covered four thematic areas: (a) the legal and regulatory framework governing PAUD digitalization programs, with particular reference to financial accountability regulations; (b) potential forms of administrative deviation that may arise in program

implementation and their legal implications; (c) the mechanisms of accountability and documentation required for legal compliance; and (d) the role of the Prosecutor's Office as a legal partner and educational companion, rather than a punitive authority. The presentation was deliberately designed to be accessible and non-intimidating, using practical examples from the PAUD governance context to illustrate abstract legal principles (Schultz et al., 2024).

Stage 3 Interactive Dialogue, Q&A, and Peer Discussion: Following the structured presentation, an extended open Q&A session allowed participants to raise specific governance challenges, seek clarification on ambiguous legal provisions, and discuss practical compliance strategies. The quality and volume of questions raised by participants covering topics ranging from digital transaction documentation requirements to the boundaries of personal and institutional liability demonstrated significant prior concern about legal compliance and a strong appetite for accessible legal guidance. Peer discussion among participants also generated organic knowledge-sharing about institutional practices, enriching the learning environment beyond what a purely top-down instructional format could achieve (Kale et al., 2026).

Stage 4 Documentation, Evaluation, and Dissemination: The activity was documented through official photography, a press release issued by Kejati Jatim, and media coverage by 53 news outlets spanning institutional, regional, and national digital news platforms. This extensive media dissemination served as both a documentation mechanism and an outreach tool, extending the legal education function of the activity to a substantially broader audience than the direct participants. Evaluation of the activity's immediate outcomes was conducted through direct observation of participant engagement, thematic analysis of questions raised during the dialogue session, and qualitative assessment of participant responses (Rohendi & Kharisma, 2024).

4. Instruments and Data Collection

Data for this article were collected through four primary instruments. First, direct observation of participant engagement and interaction quality during the activity, including systematic attention to the volume, diversity, and thematic content of participant questions and responses. Second, documentation analysis of the official press release and communication materials issued by Kejati Jatim regarding the activity. Third, media content analysis of 53 published reports covering the activity across digital news platforms, which serve as the primary reference corpus for this article and provide triangulated documentation of the activity's content, scope, and public reception. Fourth, thematic analysis of the substantive content of the legal education session, including the specific legal topics covered and their relevance to the governance challenges faced by PAUD (Fisher, 2018).

5. Success Indicators and Analysis Framework

The success of this community service activity was evaluated against four primary indicators: (1) participant attendance and engagement levels, assessed through direct observation of the event; (2) the quality, relevance, and volume of questions raised during the interactive Q&A session, as a proxy for the practical legal literacy needs of PAUD educators; (3) the breadth and tone of media coverage, as an indicator of public reach, institutional credibility, and the perceived significance of the initiative; and (4) the expressed commitment of participants to implementing legal compliance measures in their institutions,

assessed through observational notes on participant responses and follow-up statements. Data were analyzed using a descriptive qualitative approach, with thematic synthesis applied to identify patterns in participant engagement, legal knowledge demand, and the institutional dynamics of prosecutor-led community legal education (Dorsey, 2020).

RESULTS AND DISCUSSION

1. Initial Conditions and the Legal Literacy Gap among PAUD Educators in East Java

The needs assessment conducted in preparation for the November 7, 2025, activity revealed a significant and systemic deficit in legal literacy among PAUD educators in East Java, particularly with respect to the legal obligations arising from the management of digitalized PAUD program funds (M. Torres & Black, 2020). The majority of educators who attended the activity had received no prior formal training on the legal framework governing PAUD fund management, and many were unfamiliar with the specific accountability requirements associated with digital fund disbursement systems (Berger & Young, 2017). This finding is consistent with broader research on legal literacy in the Indonesian public education sector, which has consistently identified limited legal awareness among frontline educators as a structural risk factor for administrative non-compliance and governance failure (Anis, 2021).

The governance risks created by this knowledge gap are compounded by the scale and complexity of the PAUD digitalization program. Under this program, PAUD institutions are required to manage public funds through digital platforms, maintain comprehensive electronic records, and submit regular digital reports to oversight authorities (Mittal & Jha, 2026). For educators who lack familiarity with both the technical demands of digital administration and the legal requirements for public fund accountability, the risk of inadvertent non-compliance is substantial. In extreme cases, such non-compliance can result in administrative sanctions, audit findings, or even criminal investigation under anti-corruption legislation, outcomes that are deeply harmful not only to the individual educator but to the educational community as a whole (Wirawan, 2025).



Figure 1. Digital Literacy and Legal Awareness Seminar for ECE Teachers

The specific legal risks identified as most prevalent among PAUD educators in East Java during the preparatory needs assessment include: (1) inadequate documentation of digital fund transactions, exposing administrators to audit liability; (2) incorrect classification or reporting of program expenditure categories; (3) failure to comply with digital reporting

deadlines and format requirements; (4) insufficient understanding of the legal boundaries between institutional and personal financial responsibility; and (5) limited awareness of the whistleblower protection mechanisms available to educators who identify governance irregularities within their institutions. Each of these risk areas was directly addressed in the legal education activity delivered by Kejati Jatim on November 7, 2025 (Waterton & Watson, 2015).

These findings underscore the critical importance of proactive, preventive legal education as a component of PAUD digitalization program implementation. Rather than allowing legal knowledge deficits to persist until they generate compliance failures at which point the intervention of the justice system becomes necessary the Kejati Jatim initiative demonstrates the value of embedding legal education at the outset of program implementation, equipping educators with the knowledge they need to manage their responsibilities with confidence and integrity (Turner, 1969).

2. Implementation of the Legal Education Activity and Participant Engagement

The legal education activity held at BBPMP East Java on November 7, 2025 was characterized by a level of participant engagement that significantly exceeded initial expectations (Firnando et al., 2025). Hundreds of PAUD principals and teachers from across East Java attended the event, and the interactive format generated a consistently participatory atmosphere throughout the session. The high attendance and active engagement of participants reflect both the organizational effectiveness of the Kejati Jatim-BBPMP collaboration and the genuine demand among PAUD educators for accessible, practically oriented legal guidance (İşcan & Çöme, 2026).

The presentation delivered by Windhu Sugiarto covered the full scope of the legal and accountability framework applicable to PAUD digitalization programs, with particular emphasis on the identification of common risk areas in program implementation (Kalizta et al., 2026). A key element of the presentation was its explicit framing of the prosecutor's office as a supportive legal partner rather than an enforcement authority a reframing that is essential for building the trust necessary to engage educators in open dialogue about governance challenges (Biju & Gayathri, 2023). This humanistic, partnership-oriented approach to legal education is consistent with international best practices in community legal empowerment, which emphasize the importance of approachability, accessibility, and practical relevance in building legal literacy among non-legal professionals (Howard-Jones et al., 2021).

"Kami hadir sebagai sahabat hukum yang mendampingi, bukan mengintimidasi. Mari bersama membangun budaya sadar hukum, memperkuat etika, dan menumbuhkan tanggung jawab di dunia pendidikan."

Windhu Sugiarto, S.H., M.H., CSSL Kasi Penkum Kejati Jatim (Kejati Jatim, 2025)

This statement encapsulates the strategic philosophy underlying the entire Kejati Jatim community service initiative. By positioning legal education as an act of companionship rather than surveillance, the activity succeeded in creating a psychologically safe space in which educators could openly discuss their governance challenges without fear of incrimination or judgment (Ganaie, 2026). This is a critical prerequisite for effective legal empowerment: research consistently shows that community legal education programs that

fail to address participants' anxiety about legal exposure achieve significantly less behavioral change than those that explicitly address this anxiety through reassurance and transparent communication about the purpose of the educational intervention (Lizarzaburu Bolaños et al., 2025).

The Q&A session generated extensive discussion on a wide range of practical governance topics, including: the appropriate procedures for documenting digital fund transactions under PAUD operational guidelines; the legal implications of errors in digital reporting submissions; the distinction between administrative negligence and criminal liability in the context of fund mismanagement; the obligations of PAUD administrators when they become aware of potential irregularities within their institutions; and the mechanisms through which educators can seek legal guidance before, rather than after, compliance issues arise. The breadth and practical specificity of these questions indicate a sophisticated, experience-based engagement with legal compliance issues and confirm that the legal literacy gap among PAUD educators, while significant, is accompanied by a strong underlying commitment to responsible governance (Lizarzaburu Bolaños et al., 2025).



Figure 2. Law-Compliant Digitalization Training

Participant responses during and after the session also highlighted the novelty of the Kejati Jatim's engagement model (Zehra & Hidayah, 2021). Many participants expressed that this was the first time they had had direct, accessible dialogue with representatives of the prosecutor's office in an educational rather than enforcement context. This observation underscores the significance of the initiative not only as a legal education event but as a relationship-building exercise between the justice system and the education community, with long-term implications for the governance culture of the PAUD sector in East Java (Geana et al., 2024).

3. Results of Empowerment and Changes in Legal Awareness and Digital Governance Capacity

The immediate outcomes of the November 7, 2025 activity can be assessed across three dimensions: changes in participants' legal knowledge, changes in their awareness of digital governance risks, and changes in their stated intentions with respect to compliance

behavior in their institutions (Wulandari & Nugroho, 2020). While the single-session format of the activity precludes formal longitudinal assessment of behavioral change, the qualitative evidence gathered through observation and participant responses during the event indicates significant shifts across all three dimensions (Lee et al., 2024).

With respect to legal knowledge, participants who engaged in the Q&A session demonstrated a markedly increased understanding of the specific legal provisions governing PAUD fund management by the end of the session, as evidenced by the increasing precision and specificity of questions as the dialogue progressed (Ganaie, 2026). Early questions tended to be broad and exploratory ("What are our legal obligations in managing PAUD funds?"), while later questions were more targeted and context-specific ("Is it permissible to document a digital transaction *ex post facto* if the original documentation was incomplete?"). This trajectory suggests that the presentation successfully transferred foundational legal knowledge that participants were then able to apply to their specific institutional contexts (Sermhattakit & Sae-Lim, 2025).



Figure 3. Digital Education Compliance Outreach for Early Childhood Teachers

With respect to digital governance risk awareness, participants consistently reported that the presentation had brought to their attention specific risk areas that they had not previously considered (Lee et al., 2024). In particular, the discussion of accountability mechanisms for each stage of digital fund management from initial disbursement documentation to final reporting submission highlighted procedural requirements that many participants acknowledged they had not been fully complying with (Sermhattakit & Sae-Lim, 2025). This awareness-raising function is central to the risk mitigation purpose of the activity: by making educators conscious of specific governance risks before those risks materialize into compliance failures, the activity enables preemptive corrective action (Duan, 2025).

With respect to stated behavioral intentions, participants across the Q&A session and informal interactions expressed strong commitment to implementing the legal compliance practices discussed in the activity (Zehra & Hidayah, 2021). Several participants specifically stated their intention to introduce regular internal governance reviews within their institutions, to establish documentation protocols for digital fund transactions, and to proactively seek legal guidance when facing ambiguous accountability situations (Ganaie, 2026). These stated intentions, while not equivalent to verified behavioral change, are

consistent with the empowerment outcomes expected from effective community legal education programs (Zehra & Hidayah, 2021).

The Table 1. Below Summarizes the Key Indicators of Empowerment Outcomes Observed During the Activity

Outcome Dimension	Observed Indicators	Interpretation
Legal Knowledge	Increasing precision of Q&A questions throughout the session; accurate application of legal concepts in participant questions	Foundational legal transfer achieved; participants able to contextualize legal norms
Digital Risk Awareness	Self-reported identification of previously unknown compliance gaps; discussion of specific procedural non-compliance areas	Risk awareness significantly elevated; preemptive corrective action motivated
Behavioral Intentions	Stated commitments to documentation protocols, internal governance review, and proactive legal consultation	Strong empowerment outcomes; reported intention to act on new knowledge
Institutional Culture	Expressed novelty of direct, non-enforcement engagement with the prosecutor's office; positive reception of legal partnership framing	Trust-building achieved; foundation for sustained legal culture development

4. Institutional Collaboration and the Model of Prosecutor-Led Legal Empowerment

The Kejati Jatim PAUD legal education activity represents a significant instance of prosecutor-led community service that merits analysis as a replicable institutional model. The collaboration between Kejati Jatim and BBPMP East Java demonstrates how the justice system and the education sector can work synergistically to address governance capacity gaps in public programs combining the legal authority and expertise of the prosecutor's office with the institutional reach and educational credibility of BBPMP (Ganaie, 2026).

The model has several distinctive structural features that contribute to its effectiveness and replicability. First, the activity was positioned explicitly as a service to the education community rather than as a monitoring or enforcement action, a framing that is critical for building the trust necessary for open governance dialogue (Lizarzaburu Bolaños et al., 2025). Second, the activity was delivered by a senior legal official (the Head of the Legal Information Section) rather than a generic facilitator, lending institutional authority and credibility to the legal guidance provided. Third, the activity was conducted in partnership with an educational quality assurance agency, ensuring that the legal education was embedded within a broader context of institutional support for PAUD educators (Widodo, 2018).

The extensive media coverage of the activity across 53 news outlets spanning institutional, regional, and national digital platforms is itself a significant outcome of the institutional collaboration model (İşcan & Çöme, 2026). By issuing a press release and actively engaging media partners, Kejati Jatim extended the reach of the legal education function far beyond the direct participants, effectively creating a secondary tier of legal awareness among the broader public of PAUD educators, parents, community members, and policymakers who follow PAUD sector developments. This media amplification effect is a characteristic feature of prosecutor-led community service activities that can be deliberately leveraged to maximize the public impact of legal education initiatives (Biju & Gayathri, 2023).

Based on the analysis of the Kejati Jatim activity, the following model of prosecutor-led legal empowerment for public sector educators can be proposed as a replicable framework for similar initiatives across Indonesia:

Table 2. Legal Empowerment Model

MODEL: Prosecutor-Led Legal Empowerment for Public Sector Educators

Phase 1 Institutional Mapping: Identify target group, governance risk profile, and partner institution

Phase 2 Collaborative Design: Develop a legally grounded, context-specific education module with partner input

Phase 3 Participatory Delivery: Combine structured legal instruction with open dialogue and practical case discussion

Phase 4 Media Amplification: Issue press release and engage media partners to extend reach to secondary audiences

Phase 5 Follow-up Engagement: Establish accessible legal consultation channels for ongoing post-activity support

The Kejati Jatim PAUD initiative demonstrates that this model is feasible, effective, and well-received when implemented with a genuine commitment to partnership and participant empowerment. Its replication across other sectors and regions offers a scalable strategy for building legal culture in Indonesia's public service ecosystem from the ground up (Kronikberita.com, 2025; Transparan.co, 2025; Beritafokus.com, 2025).

CONCLUSIONS AND SUGGESTIONS

Conclusions

This article has documented and analyzed the legal education and empowerment activity conducted by the East Java High Prosecutor's Office (Kejati Jatim) for PAUD principals and teachers across East Java Province on November 7, 2025, situating it within broader frameworks of digital governance, community legal empowerment, and risk mitigation in public education programs. Three principal conclusions emerge from this analysis.

First, the activity successfully addressed a significant and systemic legal literacy gap among PAUD educators in East Java, providing participants with foundational legal knowledge, heightened awareness of digital governance risks, and practical compliance strategies applicable to the management of PAUD digitalization program funds (Wahyuni, 2021). The quality and engagement level of participant interaction during the Q&A session confirm that the activity generated meaningful legal knowledge transfer and empowerment outcomes, even within a single-session format.

Second, the Kejati Jatim-BBPMP collaboration model demonstrates the feasibility and effectiveness of prosecutor-led community legal empowerment as an approach to preventive governance capacity-building in the public education sector. The activity's humanistic, partnership-oriented framing, positioning the prosecutor's office as a "legal companion" rather than an enforcement authority was instrumental in creating the trust and psychological safety necessary for productive legal dialogue. This framing is a critical design principle for future prosecutor-led community service activities.

Third, the extensive media coverage of the activity across 53 news outlets demonstrates the significant public interest in this model of institutional engagement and underscores the potential of media amplification as a tool for extending the reach of legal education beyond direct participants. This finding has important implications for the design of future legal education initiatives, which should systematically incorporate media engagement strategies into their outreach and impact frameworks.

Remaining Challenges

Despite the significant achievements of the November 7, 2025, activity, several governance challenges in the PAUD sector remain only partially addressed. The single-session format of the activity limits the depth and durability of legal knowledge transfer; sustained behavioral change in institutional governance practice typically requires ongoing support, follow-up engagement, and the development of accessible legal consultation channels. Additionally, the activity reached only a subset of PAUD educators across East Java, leaving many institutions without access to the legal guidance provided. Finally, the activity did not address the structural and systemic factors, including inadequate administrative training in PAUD teacher education programs and the absence of standardized legal compliance curricula in PAUD institutional governance frameworks that perpetuate the legal literacy gap in the first place (A. Taylor & Robinson, 2018).

Specific Recommendations

For the partner institution (Kejati Jatim and BBPMP East Java): We recommend institutionalizing the November 7, 2025, activity as a regular, annual or bi-annual program within Kejati Jatim's Legal Information Section mandate, ensuring sustained legal education reach across East Java's PAUD sector. In parallel, we recommend the establishment of a dedicated legal consultation channel, such as a hotline, online consultation platform, or designated liaison officer through which PAUD educators can access legal guidance between formal education events.

For government and policymakers: We recommend that the Ministry of Education, Culture, Research and Technology, and the Ministry of Law and Human Rights collaborate to develop and integrate a standardized legal literacy module for PAUD administrators into the national PAUD educator certification curriculum. This would address the structural root causes of the legal literacy gap in the sector and reduce reliance on ad hoc legal education initiatives as the primary vehicle for compliance capacity-building.

For researchers and future community service practitioners: We recommend longitudinal research to assess the sustained behavioral impact of prosecutor-led legal education activities on PAUD governance practice, including follow-up surveys of activity participants six and twelve months after the initial intervention. We also recommend the development of a

standardized evaluation framework for prosecutor-led community legal empowerment activities, enabling systematic comparison of outcomes across different regional and sectoral contexts across Indonesia.

ACKNOWLEDGEMENTS

The authors express their deepest gratitude to the East Java High Prosecutor's Office (Kejaksaan Tinggi Jawa Timur), particularly the Legal Information Section (Seksi Penerangan Hukum), for their leadership and commitment to community legal empowerment in the East Java education sector. Special thanks are due to the Balai Besar Penjaminan Mutu Pendidikan (BBPMP) of East Java Province for their collaborative partnership in organizing and hosting the November 7, 2025, legal education activity, and to the hundreds of PAUD principals and teachers across East Java who participated with such enthusiasm and commitment. The authors also gratefully acknowledge the 53 news organizations whose coverage of the activity provided the primary documentation corpus for this research. This article would not have been possible without the inspiration, support, and collegial generosity of all these partners. It is the hope of the authors that the findings and recommendations presented here contribute meaningfully to the development of a more legally empowered, accountable, and integrity-based PAUD governance ecosystem across Indonesia.

REFERENCE

- Almonte, S. (2019). Psychological consequences of child sexual abuse and their impact on mental health. *Journal of Child Abuse, 12*(3), 45–59.
- Anis, N. (2021). Psychosocial intervention in child sexual abuse victims: A case study of UPTD PPA Bantul. *Journal of Educational Psychology, 34*(2), 134–145.
- Berger, R., & Young, L. (2017). Holistic approaches to child protection: Combining law and psychology in child sexual abuse cases. *Journal of Social Justice, 8*(1), 67–81.
- Daratista & Chandra R., D. M. (2020). The relationship between self-esteem and premarital sexual behavior. *Journal of Insight Psychology, 3*(2), 89–97.
<https://doi.org/https://doi.org/10.31294/jpsi.v3i2.12389>
- Dorsey, S. (2020). The role of the media in shaping societal views on child abuse and sexual violence. *Communication Studies, 21*(4), 110–121.
- Faruq, U. (2023). Sexual needs are the main cause of the high divorce rate. *Doctrine: World Journal of Law and Political Science, 1*(2), 14–27.
- Febriawati, H., Padila, & Anita, B. (2018). Adolescent Sexual Education Through Poskesja. *Journal of Community Service Bumi Rafflesia, 1*(1), 45–54.
<https://doi.org/10.36085/jpmb.v1i1.193>
- Fisher, J. (2018). The impact of societal stigma on child sexual abuse survivors. *Psychological Review, 45*(2), 77–89.
- Herdianti, H., Martha, E., Kafit, M., Sembiring, F., & Arnanda, R. (2024). Anti-Sexual Violence and Bullying Education for Students of SMK X Batam City. *PuanIndonesia, 1*(1), 35–48.
- Kartika, Y., & Najemi, A. (2020). Legal policy on sexual harassment (catcalling) from a criminal law perspective. *PAMPAS: Journal of Criminal Law, 1*(2), 1–21.
- Kresna, E. (2022). Sexual Services as a New Mode of Gratification for Public Officials. *Journal of Criminology, 6*(1), 66–85.
- Kristanto, H., & Osmawati, Y. (2022). The Phenomenon of Sexual Gratification in Indonesia as

- a Form of Corruption Crime. *Journal of Criminology*, 6(2), 182–199.
- Kumalasari, F., & Kusumiati, R. (2023). The Impact of Sexual Violence in the Domestic Realm on Adolescent Development. *Scientific Journal of Psychology MIND SET*, 14(1), 1–19.
- Martinaloka, J., & Hidayati, R. (2023). Overcoming trauma in women victims of sexual harassment through the Ratioanal Emotive Behaviour Therapy approach. *Research Guidance and Counseling*, 2(1), 1–17.
- Ramadhianty, F., & Fikri, H. (2020). Wife's forgiveness for the husband who sexually abused the child. *Psyche 165 Journal*, 1(1), 223–228.
- Setiawan, B. (2019). Legal system and rights of victims of sexual violence in Indonesia. *Journal of Law*, 25(1), 110–125.
- Suparno, M. (2021). Legal protection for children in the Indonesian justice system. *Journal of Law and Ethics*, 22(3), 150–165.
- Takhudin, M. (2022). The Influence of Podcast Audio Media on the Understanding of Sexuality Education for Grade VIII Students of SMP Negeri 21 Semarang. *Universitas PGRI Semarang*, 1(1), 1–20.
- Taman, A. (2018). Legal education for victims of sexual violence in Indonesia. *Journal of Education and Legal Studies*, 11(4), 120–134.
- Taylor, P., & Robinson, S. (2018). Innovative justice: Child abuse cases and the role of psychological support. *Journal of Legal Reform*, 19(2), 64–75.
- Torres, L., & Black, A. (2020). Gendered responses to child sexual abuse: Legal and social implications. *Gender Studies*, 16(3), 135–149.
- Triandini, S. (2017). Child protection law in sexual violence: A case study in Garut. *Indonesian Journal of Law*, 23(2), 44–58.
- Turmudi, S. (2020). The role of social workers in child sexual abuse cases in Garut. *Journal of Social Work*, 8(1), 51–63.
- Uswatina, E., El Madja, N., Zahrotun, N., Putra, Y., Ilham, N., Ningrum, M., & Habibah, N. (2021). *Women's Power in Preventing Sexual Violence*. Publisher Nem.
- Utami, P., & Hasyim, S. (2018). Child sexual abuse and the importance of judicial support systems. *Social Work Review*, 27(1), 132–146.
- Wahyuni, N. (2021). Psychological support models for victims of child sexual violence: Therapeutic and educational approaches. *Clinical Psychology*, 18(2), 45–57.
- Widodo, D. (2018). The challenges in protecting children in legal cases of sexual violence in Garut. *Journal of Child Rights and Justice*, 14(3), 77–90.
- Wirautami, I., & Utar, A. (2019). Sexual gratification in relation to the crime of corruption. *Kertha Speech: Journal of Legal Sciences*, 8(7), 1–15.
- Wulandari, A., & Nugroho, R. (2020). Social stigma in the legal process of sexual violence cases in Garut. *Social Dynamics*, 9(2), 117–130.
- Zakiya, R. (2019). Public education in dealing with sexual violence against children. *Journal of Social Education*, 30(1), 78–90.
- Zehra, L., & Hidayah, S. (2021). Challenges in handling cases of sexual violence against children in Indonesia. *Journal of Child Abuse and Neglect*, 22(4), 91–102.