

Efforts To Prevent the Occurrence of Violence Against Children Through Increasing Understanding of The Community

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Abstract

Violence against children can be defined as an event of a physical, mental, or sexual injury which is generally carried out by people responsible for the child's welfare, all of which are indicated by harm and threats to the health and welfare of the child. Based on Law 35/2014, violence against children is an act against a child that results in physical, psychological, sexual misery or suffering, and/or neglect, including threats to commit acts, coercion, or deprivation of liberty in an unlawful manner. Children are not only victims of violence but can also become perpetrators of violence after experiencing the same treatment. Therefore, efforts have been made to prevent violence against children through increasing understanding and assistance to the community of Puguh Village, Boja District, and Kendal Regency. The output target of this service is the publication of articles in the IJCLS Sinta S4 journal and news publications in print/electronic mass media as well as video highlights that contain this service activity. The methods used to solve the problem of this service program are: (1) partner needs survey, (2) socialization; and (3) Evaluation. The implementation of this service program is planned for a period of 8 (eight) months, with the following stages: (1) Analysis of partner problems; (2) the need for science and technology for the community; (3) Coordination with partners; (4) socialization; (5) evaluation. The target audience for this service program is the general public who are not yet optimal in understanding violence related to children at school, at home, and in the wider community.

Abstrak

Upaya Preventif Terjadinya Kekerasan Terhadap Anak Melalui Peningkatan Pemahaman Masyarakat Desa Puguh Kecamatan Boja Kabupaten Kendal



Kekerasan terhadap anak dapat didefinisikan sebagai peristiwa perlukaan fisik, mental, atau seksual yang umumnya dilakukan oleh orang-orang yang memiliki tanggung jawab terhadap kesejahteraan anak, yang mana itu semua diindikasikan dengan kerugian dan ancaman terhadap kesehatan dan kesejahteraan anak. Berdasarkan UU 35/2014, kekerasan terhadap anak adalah setiap perbuatan terhadap anak yang berakibat timbulnya kesengsaraan atau penderitaan secara fisik, psikis, seksual, dan/atau penelantaran, termasuk ancaman untuk melakukan perbuatan, pemaksaan, atau perampasan kemerdekaan dengan cara melawan hukum. Anak-anak tidak hanya menjadi korban kekerasan, tetapi mereka juga bisa menjadi pelaku kekerasan setelah sebelumnya mengalami perlakuan yang sama. Oleh karena itu telah dilakukan upaya preventif kekerasan terhadap anak melalui peningkatan pemahaman dan pendampingan terhadap masyarakat Desa Puguh Kecamatan Boja Kabupaten Kendal. Target luaran pengabdian ini berupa publikasi artikel di jurnal IJCLS Sinta S4 dan publikasi berita pada media massa cetak/elektronik serta video highlight yang memuat tentang kegiatan pengabdian ini. Metode yang digunakan untuk menyelesaikan masalah program pengabdian ini adalah: (1) survey kebutuhan mitra, (2) sosialisasi; dan (3) Evaluasi. Pelaksanaan program pengabdian ini direncanakan dalam jangka waktu 8 (delapan) bulan, dengan tahapan: (1) Analisis permasalahan mitra; (2) Kebutuhan ipteks bagi masyarakat; (3) Koordinasi dengan mitra; (4) sosialisasi; (5) evaluasi. Khalayak sasaran program pengabdian ini merupakan masyarakat umum yang belum optimal dalam memahami terkait kekerasan terhadap anak di sekolah, rumah maupun dimasyarakat luas.



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INTRODUCTION

This Community Service activity was proposed as a form of application of the results of a study entitled Restorative Justice Approach as an Effort to Solve School Bullying. The results of the study are very feasible and urgent to be disseminated to the wider community, especially students in schools. Because education is the main thing to boost the progress of a nation and can be respected in the international world because it gives new hope to the world to create works that are useful for the wider community who benefit the world's civilisation for the long term and even financial benefits for certain groups as a medium-term and long-term guarantee. It is in the process of education that we know the level of education. In Indonesia, we know the level of education starting from Kindergarten (TK), Elementary School (SD), High School (SMP and SMA), and Higher Education. In this educational stratum, we want to adapt the abilities we have to the lessons we will learn. (Abd. Rahman Assegaf, 2004) However, sometimes, the existence of strata like this or the grouping of educational levels, especially a certain educational line, will give birth to seniority. It is considered a medium to show that the highest strata as the most powerful and powerful group. As a result, many improper actions then occurred. Such as, violence or what is called bullying



to sexual harassment. Of course, this is a bad incident for Indonesian education. Incidents like this, not only happened once or twice, but many times and not only at the Higher Education level, but have infected lower levels such as elementary schools (SD). When viewed from a legal point of view, such a thing is a crime contained in the Criminal Code (KUHP). The commitment to recognition and protection of the rights to children has been guaranteed in the 1945 Constitution of the Republic of Indonesia Article 28B paragraph (2) states that every child has the right to survival, growth and development and the right to protection from violence and discrimination.

Laws and regulations related to children have been widely published, but in their implementation in the field, it still shows that there are various violence that afflicts children, including bullying. Bullying (in Indonesian known as "bullying/bullying") is any form of oppression or violence that is carried out intentionally by one person or a group of people who are stronger or more powerful towards others, with the aim of harming and being carried out continuously. There are many definitions of bullying, especially in other contexts such as at home, workplace, society, virtual communities. But in this case it is restricted in the context of school bullying or bullying in schools. Riauskina, Djuwita, and Soesetio (2005) define school bullying as aggressive behavior carried out repeatedly by a person or group of students who have power, towards other weaker students/ students, with the aim of harming that person.

Cases of bullying that often occur in the world of education in Indonesia are increasingly concerning. The results of a study by the National Consortium for Character School Development in 2014 stated that almost every school in Indonesia has cases of bullying, even though it is only verbal and psychological/mental bullying. Cases of senior squashing juniors continue to emerge. Statistics on cases of child complaints in the education sector from January 2011 to August 2014 are illustrated as follows in 2011 there were 61, in 2012 there were 130 cases, in 2013 there were 91 cases, in 2014 there were 87 cases. (Didi Purwadi, 2011) Bullying can be grouped into 6 categories:

- Direct physical contact. The act of hitting, pushing, biting, grabbing, kicking, locking someone in the room, pinching, scratching, also includes squeezing and damaging things that others have.
- Direct verbal contact. Acts of threatening, humiliating, demeaning, disturbing, name-calling, sarcasm, put-downs, denouncing/mocking, intimidating, cursing, spreading gossip.
- Direct non-verbal behavior. The act of looking cynically, sticking out your tongue, displaying a condescending, mocking, or threatening facial expression; it is usually accompanied by physical or verbal bullying.
- Indirect non-verbal behavior. The act of silence a person, manipulating friendships so that they become cracked, deliberately ostracizing or ignoring, sending canned letters.



- Cyber Bullying The act of hurting others by means of electronic media (video recordings of intimidation, defamation via social media).
- Sexual harassment. Sometimes acts of abuse are categorized as physical or verbal aggression behaviors.

The impact of bullying can threaten every party involved, whether it's children being bullied, children who are bullying, children who are witnessing bullying, and even schools with bullying issues as a whole. Bullying can have a bad influence on a child's physical and mental health. In severe cases, bullying can be a trigger for fatal actions, such as suicide and so on. The impact of bullying is: a. Impact on victims. - Depression and anger - low attendance rates and low academic performance of students, - Decreased scores of intelligence tests (IQ) and analytical abilities of students. b. Impact on the offender. The perpetrator has high self-confidence with high self-esteem as well, tends to be aggressive with behaviors that are pro-violence, typical of people with a hard temper, irritability and impulsiveness, low tolerance for frustration. Has a strong need to dominate others and lack empathy for their targets. By bullying, the perpetrator will assume that they have power over the situation. (Zakaria, 2008) If allowed to continue without intervention, this bullying behavior can lead to the formation of other behaviors in the form of violence against children and other criminal behaviors. c. Impact on other students who witness bullying (bystanders). If bullying is left without follow-up, then the other students who are onlookers can assume that bullying is a socially accepted behavior. In this condition, some students may join the bully for fear of becoming the next target and some others may just be silenced without doing anything and at worst they feel no need to stop it. Anita E. Wollfolk (2005) put forward some results of research in the United States, as follows The Guttmacher Institute (1991) found that 80% of adolescent boys and 75% of adolescent girls each aged 19 years have experienced sexual intercourse outside of marriage. (Wedhaswary, 2011) Newsweek (1991) reported that 50% of adolescents aged 15 years (male-female) have had sexual intercourse outside of marriage. As a result of such sexual behavior, every year more than one million young women become pregnant, and 30 thousand of them are under the age of 15. Based on estimates from the National Center for Education Statistics, it shows that 92% of high school seniors are addicted to alcohol.

Data from research by the Programme for International Students Assessment (PISA, 2018) shows that students who claim to have experienced bullying in Indonesia are 41.1%. The number of student victims of bullying is far above the average of OECD member countries which is only 22.7%. In addition, Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing bullying. Deputy Chairman of Commission X Abdul Fikri Faqih assessed that bullying occurs due to physical problems, especially for students who have special needs. (Juliana Rasic & Gibbs, 1982) In addition to being bullied, students in Indonesia claimed that 15% were bullied, 19% were excluded, 22% were insulted and their goods were stolen. Furthermore, as many as 14% of students in Indonesia admitted to being threatened,

18% were encouraged by their friends, and 20% there were students whose bad news was spread.

B. PARTNER ISSUES

Puguh Village, Boja District, Kendal Regency, has not escaped the problem of bullying cases against children in schools. Bullying can occur in every community environment, whether in schools, families, or society in general. The location was chosen as a place for socialization because of the consideration that in Puguh Village there are 3 kindergarten schools, 2 elementary schools and 1 SMPN 3 Boja. Puguh village is included in the suburbs and borders between Semarang and Kendal, which is mostly inhabited by parents who have children and are studying, which often children get bullying treatment in their schools, this certainly deserves our response. The education of parents is average elementary, junior high school, so it is important to get an understanding and knowledge regarding the form, impact and preventive efforts of bullying in schools and in society in general.

Based on the background above, problems can be formulated that solve the problem will be socialized in Puguh Village, Boja District, Kendal Regency as follows:

1. What are the preventive efforts to overcome bullying?
2. How is bullying treated using social recovery interventions (rehabilitation)?

IMPLEMENTATION METHOD

The methods used to solve problems in this activity are as follows:

1. Counseling

The counseling was held in 2 days, namely July 14 and July 15, 2022, the participants were village officials, the general public of UNDIP KKN student funds. Increased understanding by using an interactive counseling and dialogue model guided by the Team so that in addition to providing information about preventive efforts and the impact of bullying on children during the Puguh Village community, Boja District, Kendal Regency, who actively participate in the dialogue so as not to feel bored so that good communication is established. This Community Service activity has the following programs:

- a. Presentation of material to overcome bullying including prevention and treatment programs using social recovery interventions (rehabilitation);
- b. Counseling on the form and impact of bullying on the community by the head of the service team;
- c. Counseling on bullying cases and efforts to resolve and prevent them by members of the service team



Figure 1. Description of The Extension



Figure 2. Mentoring Description

Assistance through education on activities that are routinely carried out according to the work program.



Figure 3. Evaluation Implementation

Evaluation is carried out with stages: (1) when the mentoring takes place, namely when the activity is simultaneously evaluated, (2) when the activity is over by giving online

questions, so that it is well recorded in accordance with the parameters of science and technology provided during counseling



The stages / steps of implementing this service program are planned to be completed within a period of 8 months with a chart as below:



Figure 4. Implementation Steps

Table 1. Division of Duties in the Service Team

Stages/Steps	Executive	Expertise	Assignment
Partner Problem Analysis	Head. Member 1, Alumni	Criminal law	The chairman and member 1 create a content instrument for situation analysis
Science and Technology Needs for partners	Chairman and 3 members	Children's Criminal Law and Child Protection Law	Analyzing mapping forms is a problem for partners who need science and technology
Coordination with Partners	Student Leader 2 and 3	Understand partner location	The Chairman coordinates online and offline about offline activities that comply with health protocols including: time, place, maximum number



			of participants 40 due to the pandemic covid-19. Students 1 and 2 take care of the application for a partner's letter of willingness offline
Extension	Chairman, member 1, student 1	Criminal law	Offline science and technology preparation
	Head	Juvenile Criminal Law	Delivery of material on the urgency of socializing forms of school bullying against children
	Member 1	Criminology and Victimology	Presentation of material on the impact of bullying on children
	Member 3	Protection Law Child	Delivery of material on preventive efforts to bullying children
Mentoring	Member 1 Student 1 and 2	Juvenile Criminal Law	Assisting case analysis that occurs
	Member 2 Students 3 and Alumni	Juvenile Criminal Law	Assistance in solving a problem in society
Evaluation	Students and alumni	Law	Making post-test evaluation after training and assistance to find out the absorption of the science and technology submitted.

RESULTS AND DISCUSSION

Based on the results of discussions with partners, in the environment around partners there are still children who get bullying treatment in the school environment. Therefore it is necessary to provide counseling and assistance to parents, especially those who have children who are in school to be able to provide preventive efforts against the crime of bullying. (Jogja Hari, 2012)

Problems encountered online and offline, in the form of ignorance and misunderstanding about (1) What are the forms and impacts of bullying, (2) How efforts must be made to overcome bullying include prevention programs, (3) How to handle problems using social recovery (rehabilitation) interventions partners will be assisted by the Service Team.



The form of the solution to the problem is:

1. Understand the forms and impacts of bullying,
2. Understand and raise awareness of the efforts that must be made to overcome bullying including prevention programs,
3. Understand and raise awareness of handling using social recovery (rehabilitation) interventions.

Solutions to these problems are important so that partners will increase their understanding of:

- A. Prevention Conducted in a comprehensive and integrated manner, starting with children, families, schools and communities. 1) Prevention through children by empowering children so that: a. Children are able to detect early the possibility of bullying b. The child is able to fight back when there is bullying on him c. Children are able to provide assistance when they see bullying happening (break up/reconcile, support friends by restoring trust, report to the school, parents, community leaders) 2) Prevention through family, by increasing family resilience and strengthening parenting patterns. Among others: a. Instilling religious values and teaching love among others b. Provide a loving environment from an early age by showing how to interact with family members. c. Building children's self-confidence, fostering children's courage and assertiveness and developing children's ability to socialize d. Teach ethics to others (cultivate care and respect), give educational warnings if children make mistakes e. Accompanying children in absorbing the main information from television, internet and other electronic media. 3) Prevention through schools.(Sesawi, 2011) Design and design a prevention program that contains a message to students that bullying behavior is not accepted in schools and makes an "anti-bullying" policy. b. Build effective communication between teachers and students c. Discussions and lectures on bullying behavior in schools d. Creating a safe, comfortable and conducive school environment. e. Provide assistance to students who are victims of bullying. f. Conduct regular meetings with parents or school committee 4) Prevention through the community by building community groups that care about child protection starting from the village/village level (Community-Based Integrated Child Protection: PATBM).
- B. Treatment using social recovery interventions (rehabilitation) Is an intervention process that gives bullies a clear picture that bully behavior is behavior that cannot be allowed to prevail in schools. The recovery approach is carried out by reintegrating students who have been victims of bullying and students who have committed aggressive actions (bullying) together with other student communities into the school community in order to become students who have endurance and become members of the school community who obey and stick to applicable rules and values.(Kuningan, 2011) This social recovery approach program has the main values of respect, consideration and participation. The principles used are: 1) Expecting the best from others 2) Being responsible for behavior and respecting



the feelings of others 3) Being responsible for what has been done 4) Caring for others.

After the service process is carried out, the last step is evaluation, the evaluation used to measure the success rate of this activity is carried out at the beginning of the activity and the end of the service activity, namely by:

This community service activity is carried out in stages, covering 3 stages, namely:

Phase I, the Chief Executive visited the service location to carry out permits and explained about the form of activity, namely counseling on acts of violence against children and providing questions when the socialization activity was carried out which contained questions to measure the extent of understanding of the form, impact and sanctions of acts of violence against children. (Davidoff & Linda, 1991)

Phase II, the Implementation Team gave a presentation on materials on the forms of violence against children impacts and solutions.

Phase III, the Implementation Team held a final visit for evaluation. Measuring the results of socialization by providing questions, after the presentation of the materials in the socialization activity was carried out which contained questions to measure the extent of understanding of the forms, impacts and sanctions of acts of violence against children. In general, the entire series of Community Service activities is planned Based on the formulation of the first problem, namely preventive efforts to overcome bullying, it can be implemented by increasing understanding by using an interactive model of counseling and dialogue guided by a service team and on the formulation of the second problem regarding the handling of bullying using social recovery (rehabilitation) interventions. There are still many school-age children who are victims of bullying, which means that cases should receive more attention because bullying can affect the growth and development of children to become the nation's next generation. Various kinds of efforts that must be made to overcome bullying include prevention and treatment programs using social recovery (rehabilitation) interventions. (Barbara Coloroso & Santi Indra Astuti, 2002)

Prevention is carried out in a comprehensive and integrated manner, starting with children, families, schools and the people. Detection of bullying is one part of efforts to prevent bullying, which can be maximized again in its implementation in various schools. Suggestions for schools and related agencies to be able to follow up on what will happen. This research uses various efforts to anticipate the occurrence of bullying cases, one of which is through educational activities for students so that schools are safe and free from all forms of bullying. (Gwendolyn Cartledge & JoAnne Fellows Milburn, 1995)

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