

Legal Counseling on Child Abuse for Students in Singkawang City

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Abstrakt:

This study aims to provide understanding and legal counseling regarding child abuse in Singkawang City, West Kalimantan, with a focus on bullying, sexual violence, and child marriage. The counseling activity was carried out by the Faculty of Sharia at IAIN Pontianak at MAN Kota Singkawang and SMAN 2 Kota Singkawang in 2023. The implementation method consisted of three stages: preparation and administrative processes, field activities, and reporting the results. The delivery of the material was conducted through an interactive model and dialogue, interspersed with clips from the film A Silent Voice and reflections on the song Satu Satu. The results of the activity showed that participants gained an understanding of perpetrators, victims, and witnesses in cases of child abuse, as well as appropriate prevention and reporting mechanisms. Feedback from participants revealed that bullying and sexual violence are relevant issues in the school environment, with the main focus on prevention starting from oneself and the importance of building a healthy, equal, and inclusive friendship environment.

Keywords: *Bullying; Sexual Violence; Child Marriage; Singkawang City.*

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Introduction

On Thursday, October 19, 2023, students from the city of Singkawang held an anti-violence and tolerance declaration. This declaration was part of the national series of the Human Rights City Festival, organized by the National Human Rights Commission in Singkawang. (Zulfikri 2023) The declaration reinforced the role of students in promoting tolerance (Prihatiningsih, Deliarnoor, and Hermawati 2024) and highlighted their direct involvement in environments such as family and school, where they often face vulnerabilities to acts of violence. (Sofyan et al. 2022)

Child abuse is interconnected with both the educational and psychological dimensions. (Nasir 2018), social dimension (Sholihul 2024), and legal dimensions. (S 2017) The psychological dimension targets the subject as an individual vulnerable to being either a perpetrator or a victim. The educational and legal dimensions are structural dimensions that emphasize the role of the structure within the school environment. (Alesandra 2022), education system policy and child protection law policy. (Herianto, Jahiban, and Dahlan 2020) Based on data from the Indonesian Child Protection Commission (KPAI), throughout 2023, there were 1,800 complaints related to violence against children. (Indonesia 2023)

The case above highlights the high level of vulnerability of children as victims of violence. In West Kalimantan, according to data from the Regional Commission for the Protection and Supervision of Children of West Kalimantan (KPPAD Kalbar), there were 201 reported cases of child abuse throughout 2022. (Barat 2023) In the context of Singkawang City, the number of child abuse reports in police records from 2021 to 2023 shows 6 (six) cases of child abuse based on the Child Protection Law. Although this number is relatively small, it may not fully reflect the actual conditions and the broader context of the issue at hand. (Singkawang 2024)

There are two hypotheses to explain the low number of child abuse reports at the Singkawang City Police Station. First, it could be that the entire structure and culture of society are effective in preventing and reducing child abuse, leading to a well-educated legal culture. Second, the scarcity of reports may be a form of structural and cultural

oppression against victims, which results in layered oppression leading to victim blaming. Structural oppression arises from power relationships, such as senior to junior, teacher to student, parent to child, or other social institutions that can suppress the victim. Cultural oppression stems from a cultural belief that reporting to authorities is shameful or would expose the victim and their family's disgrace. This belief aligns with psychological and victimological perspectives on the "just world belief," where individuals believe that the world is fair and that victims must have done something to deserve their suffering.(Halabi, Statman, and Dovidio 2015) Layered oppression in psychology creates what Gravelin et al. call victim blaming.(Gravelin, Biernat, and Bucher 2019)

Based on data gathered through media sources, there have been 29 cases of sexual violence in Singkawang City, according to the number of reports submitted to the KPPAD Kalbar.(Kurnia 2023) There was also a case of bullying involving children in Singkawang City in 2024 that went viral on social media.(Ferryanto 2024) This situation can be considered complex, as children are not only vulnerable to becoming victims but can also be perpetrators. Based on this background, the Faculty of Sharia at the State Islamic University (IAIN) of Pontianak organized a community service activity (PKM) focused on providing legal counseling regarding child abuse in Singkawang City. The primary focus of this activity targeted Madrasah Aliyah Negeri (MAN) Kota Pontianak and Sekolah Menengah Atas Negeri (SMAN) 2 Kota Singkawang. The choice of the first location was also based on research conducted by Kamaruddin and colleagues, which highlighted cases of bullying at MAN Kota Singkawang.(Kamaruddin et al. 2023)

As an academic foundation, several results from community service activities (PKM) serve as references in this activity. First, the PKM conducted by Ismail Marzuki and colleagues at Madrasah Aliyah Zainul Bahar Wringin Bondowoso, which achieved significant results in increasing students' knowledge and encouraging them to report any acts of violence occurring in school.(Marzuki et al. 2022) Second, the PKM conducted by Muridah Isnawati and Fety Khosianah at SMA Muhammadiyah 7 Surabaya, which achieved positive results in increasing students' knowledge about the reporting process and access to legal assistance in cases of sexual violence.(Isnawati and Khosianah 2022) Third, the PKM conducted by M. Musa and colleagues at MAN 1 Pekanbaru, which achieved legal literacy for both teachers and students regarding sexual violence, focused

on the victim as the vulnerable party and the advocacy process for the victims.(Musa et al. 2023) Fourth, the PKM conducted by M. Adnan and colleagues at SMK Dr. Indra Adnan Idragiri College Tembilihan, which achieved counseling on bullying from the perspective of criminal law and Islamic views, serving as religious literacy for the students.(Adnan, Ridwan, and Siregar 2020)

Methods

The implementation method was carried out through self-management by a team of lecturers from the Faculty of Sharia at IAIN Pontianak in three stages. First, the preparation stage involved contacting the target schools, introducing the concept and method of counseling, aligning perceptions with the school authorities, and investigating recurring cases as material for developing the content. Second, the implementation stage took place at MAN Kota Singkawang and SMAN 2 Kota Singkawang. The process was conducted using an interactive dialogue method, incorporating an anime film titled *A Silent Voice* and a song titled *Satu-Satu* by Idgitaf. The use of anime is relevant to the students, who generally enjoy such films. *A Silent Voice* (directed by Naoko Yamada) tells the story of bullying in schools from the perpetrator's perspective, showing the transformation of the bully into a defender of the victim. The song *Satu-Satu* is relevant due to its lyrics, which describe someone rising from life's struggles and accepting past events (self-healing). This acceptance has a significant impact on their future. Third, the reporting stage involved compiling a report on the activity and converting the results into an article ready for publication. Participants were selected from students holding positions in school organizations and those in the twelfth grade. This classification aimed to create effective and appropriate agencies. For those in school organizations, they could become strong advocates for creating an equal and inclusive environment through their work programs. Meanwhile, twelfth-grade students could serve as role models for younger students and be well-prepared for their transition to higher education.

Result and Discussion

1. Impact of the Forest Protection Decree on Community Land Rights

The legal counseling on child abuse started at 07:00 AM WIB at MAN Kota Singkawang and continued at 09:30 AM WIB at SMAN 2 Kota Singkawang, focusing on three key topics of violence: bullying, sexual violence, and child marriage. These themes

are crucial to address, as they have become significant social issues that are increasingly prevalent in today's educational environment.(Saputra and Pribadi 2021)

The first session began by mapping the participants' literacy regarding their understanding of bullying. The dialogue process started by asking participants for their views on what, how, and why bullying can occur in the school environment. Some participants were able to elaborate on the context of the issue and could identify who the perpetrators, victims, and potential witnesses might be. In the next step, participants watched a clip from the film *A Silent Voice*, which tells the story of bullying and how both the perpetrator and the victim can break free from the cycle of bullying.

After watching the clip from the film *A Silent Voice*, participants shared their reflections on the film. The reflections highlighted that the use of animated films effectively facilitates indoctrination on how bullying should be addressed in schools. The Gen Z characteristics, which are closely linked to the popularity of anime films among their generation, made it easier for the speakers to transfer knowledge to the participants. The majority of participants enjoyed Japanese anime, so the process of interaction, communication, and knowledge transfer became more effective when using the ideological messages from an anime film. This approach also aligns with the research by Wisnu Hatami, which recognizes the significant potential of using Japanese anime in educational settings.(Hatami 2020) Several participants provided positive reflections, stating that the film *A Silent Voice* touched their emotions and helped them understand the message conveyed in the film. The team asked how the film advocates for equality for vulnerable student groups. Some participants responded positively, mentioning that the film moved their feelings toward people who are different from them and was effective in reducing bullying in schools. The team then asked a few participants who had been victims of bullying about their experiences. The results showed that some of them had learned to face, fight against, and make peace with what they called "different conditions." From the reflections with the participants, it was clear that they had developed awareness about the impact of bullying and how to deal with bullying behavior in school. The speaker then introduced the typologies of bullying, including physical bullying, verbal bullying, social bullying, and cyberbullying. (Lubis, Dermawan, and Lubis 2022)

The speaker ensured that the participants were able to critically assess the context of the issue by distinguishing between statements or expressions that may be jokes or actual bullying. The causes of bullying from the perpetrator's perspective can arise from both structural power relations and a cultural sense of power over others. In terms of power relations, this can stem from senior-junior, teacher-student, rich-poor, or leader-subordinate dynamics. Cultural relations arise from peer popularity or reputation based on lineage. The impact of bullying can disrupt academic activities and achievements, mental and physical health, cause nightmares, emotional instability, anxiety, depression, and even lead to suicide. Preventive measures include forming a healthy and solid friendship circle, having trustworthy friends to confide in or creating safe spaces to share, ignoring or reporting bullying when it goes beyond the limits. In the context of criminal law, bullying against children can refer to the Child Protection Law and the Juvenile Justice System Law.

In cases where both the perpetrator and the victim are minors facing the law, the process emphasizes restorative justice. However, if the perpetrator is an adult, the penalty under the Child Protection Law can be up to 3 years and 6 months of imprisonment and/or a fine of up to seventy-two million rupiahs. In cases where bullying occurs on social media, bullying related to morality can be referred to in Article 45, paragraph (1) in conjunction with Article 27, paragraph (1) of the Electronic Information and Transactions Law, carrying a penalty of up to 6 years of imprisonment and/or a fine of up to one billion rupiahs. Additionally, bullying related to defamation and/or slander refers to Article 45, paragraph (3) in conjunction with Article 27, paragraph (3) of the Electronic Information and Transactions Law, with a penalty of up to 4 years of imprisonment and/or a fine of up to seven hundred fifty million rupiahs.(Oetary and Hutauruk 2021)

The second session on sexual violence explained the types of sexual violence according to the Sexual Violence Crime Law, which includes several forms of abuse: physical sexual harassment, non-physical sexual harassment, contraceptive coercion, sterilization coercion, forced marriage, sexual torture, sexual exploitation, sexual slavery, and electronic-based sexual violence.(Risal 2022) Forms of sexual violence that often occur in school environments can include touching genitals, kissing, insulting with indecent remarks, calling someone with degrading sexual gender terms, showing pornography, taking photos or videos in indecent situations, disseminating images or

videos of someone in an indecent state, unhealthy romantic relationships, pornography revenge, and various other forms.

Participants were educated about who can be perpetrators, victims, and witnesses. A crucial understanding imparted was how to build a healthy and supportive friendship environment when a peer becomes a victim of sexual violence. The key takeaway in delivering this issue is ensuring that anyone who becomes a victim knows how to act in both social and legal contexts. Victims can contact several organizations that advocate for child sexual violence, such as nearby legal aid institutions, university legal aid organizations, the police, and KPPAD. Participants were also taught how to treat victims properly to avoid revictimization, which often corners the victim and can potentially hinder the provision of legal protection for the victim.(Keisha 2024)

The third session discussed child marriage, which is prevalent in West Kalimantan. In this context, the issue addressed was forced marriage, which can arise from two conditions: out-of-wedlock pregnancy or forced marriage by parents. These two conditions are forms of violence often experienced by children. Out-of-wedlock pregnancy stems from unhealthy dating relationships and free sexual behavior. The speaker emphasized the consequences participants may face if they find themselves in such situations, including dropping out of school and facing difficulties accessing employment. These effects, on a macro level, impact the quality of human resources and the development index of Singkawang in the future. The speaker encouraged participants to focus on achieving higher education goals in order to build a "golden generation" by 2045. Forced marriage is a form of power relations between parents and children, often influenced by narrow religious views and cultural beliefs regarding marriage. This session aimed to challenge participants' paradigms about how violence can affect the quality of human resources and the future development index of Singkawang.

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2. Participant Understanding

Participants' understanding was assessed through feedback via a questionnaire filled out after the session. First, they were asked which themes they considered most important for all children or teenagers. The feedback revealed that bullying and sexual violence were deemed the most important themes, as they are highly relevant to everyday life.

In the context of bullying and sexual violence, students shared the actions they believe can be taken if such incidents occur within the school environment. As seen in Figure 8, the most common choice was to prevent bullying and sexual violence starting from oneself and extending to the school environment. The second choice was to report the incident to either a teacher or relevant authorities. The third choice was to retaliate as a form of self-defense mechanism. The fourth choice was to defend the victim.

3. Institutional Strengthening

Institutional Strengthening is a critical element in addressing and resolving violence within the school environment. The results of this activity revealed that while the mechanism for resolving cases of violence in schools does involve the crucial role of guidance counselors, there is still a significant gap when it comes to handling severe cases of violence. In particular, there is no established institutional framework within schools that can effectively manage and resolve such conflicts, which leaves many victims of violence without adequate support or resolution. This gap in institutional capacity highlights the need for a more robust and systematic approach to addressing violence in schools, particularly in the context of severe cases.

These findings have prompted the Faculty of Sharia at IAIN Pontianak, in collaboration with schools in Singkawang City, to take proactive steps toward building a dedicated partnership that focuses on legal advocacy for school violence cases. The Faculty of Sharia offers essential support through the Al-Jami'ah Legal Consultation and Assistance Center, providing both child-friendly legal advocacy and a platform for lodging complaints. This collaboration is crucial for ensuring that legal support is accessible and responsive to the needs of students who may experience violence. By offering this support, the Faculty of Sharia and its partners aim to empower schools and students to combat all forms of violence, creating a safer and more supportive school environment.

The Faculty of Sharia's role extends beyond just providing legal support; it also plays an important part in institutional strengthening by working closely with schools to integrate legal awareness and advocacy into the daily life of the school community. By bridging the gap between child- and victim-friendly advocacy, these efforts provide a comprehensive approach to preventing and addressing violence in schools. In addition to legal advocacy, an essential part of the Faculty's work is promoting educational approaches that foster peaceful and inclusive environments. One such approach is the implementation of the concept of peaceful schools, as discussed by (Istianah, Maftuh, and Malihah 2023) which focuses on creating an environment where students feel safe, respected, and valued. The Faculty also supports inclusive education as outlined by (Yunus et al. 2023) , which ensures that all students, regardless of their background or challenges, have access to quality education in a supportive environment. The Faculty of Sharia at IAIN Pontianak and the Al-Jami'ah Legal Consultation and Assistance Center are well-positioned to serve as strategic partners in promoting these concepts by providing training programs and capacity-building for teachers and students. These programs focus on fostering a culture of respect, inclusion, and understanding within schools.

Conclusion

The feedback results from this activity indicate that participants recognize the importance of prevention starting with themselves. The key to success in prevention lies in self-control over negative behaviors. Participants committed to fostering positive values in their friendships, ensuring equality and inclusivity, and understanding the

significance of differences, realizing that differences should not be destroyed but embraced as important components of social cohesion. In the context of sexual violence, participants committed to respecting gender differences in understanding gender equality. If this understanding is well internalized by the participants, both bullying and sexual violence can be effectively prevented. However, if preventive mechanisms have been implemented but violence still occurs, the most rational choice is to report the incident, either through guidance counselors or by expanding the network to legal aid institutions, the police, and KPPAD.

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