

Classical Guidance in Handling Cases of Sexual Violence in Elementary School Students

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Abstract

Schools are learning centers where students seek knowledge, and they must be safe, friendly environments free from violence. This research aims to improve the handling of sexual violence cases among elementary school students. The subjects were 420 students from grades 4 to 6 at SDN 106 Ajitunggal Cijambe Bandung, using a quasi-experimental method. Before receiving classical guidance services, students lacked awareness of the types of sexual violence, did not know whom to report to, and were afraid to inform teachers if they witnessed a friend experiencing sexual violence. However, after receiving classical guidance, (1) students became more aware of the dangers of promiscuity and sexually violent behaviors linked to social media, especially on platforms like TikTok, allowing them to discern appropriate content, (2) students became more open to seeking help from friends, teachers, and parents if they encountered sexual violence, and (3) students developed greater awareness and caution regarding new environments that might lead to sexual violence. This study concludes that classical guidance services are effective in increasing elementary students' understanding and ability to handle sexual violence cases.

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INTRODUCTION

Indonesia is the country with the 4th largest population in the world. In fact, the number of children in Indonesia who attend school is quite high. The Ministry of Education, Culture, Research and Technology reported that the number of students in Indonesia was 53.14 million in the odd semester of the 2023/2024 academic year. Of this number, the majority of students are at the elementary school (SD) level, namely 24.04 million people. However, Indonesia has several problems that are currently very urgent to be resolved, one of which is the problem of violence against children. Based on data from the National Commission for Child Protection (Komnas PA), in 2023 there will be 3,547 complaints of cases of violence against children. The number of cases of sexual violence was 1,915 cases, physical violence was 985 cases, and psychological violence

was 674 cases. From this data, the number of cases of sexual violence against children will be the highest in 2023. Based on the location of the incident, most cases of violence against children occur in the family environment, namely 35%. Then in the school environment it is 30%, the social environment is 23%, and 12% is not mentioned (Monavia Ayu Rizaty, 2023).

From the data above, the school environment is a place where children should feel safe in learning, but currently many cases of sexual violence occur in the school environment. In fact, some perpetrators of sexual violence are people who should set good examples for students. This is in accordance with the data collection on cases of sexual violence carried out by the Federation of Indonesian Teachers' Unions (FSGI) from January to May 2023, that the perpetrators of sexual violence consisted of 31.80% of teachers; Owners and/or Leaders of Islamic Boarding Schools as much as 18.20%; Principals as much as 13.63%; Koran teachers (informal education unit) as many as 13.63%; Dormitory/cottage caregivers are 4.5%; Head of Madrasah as much as 4.5%; school guard (4.5%); and others (9.%). Of the 22 cases of sexual violence that occurred in education units during January-May 2023, 50% occurred in education units under the Ministry of Education, Culture, Research and Technology (Hanum, Zubaedah & Puspa, Atalya, 2023).

According to the World Health Organization (2017), sexual violence is all acts carried out with the aim of obtaining sexual acts or other acts directed at a person's sexuality using coercion regardless of the status of their relationship with the victim. The impact of sexual violence causes emotional instability, tends to remain silent, does not want to leave the house, depression, fear, anxiety, daydreaming, shame and inferiority, dropping out of school, being ostracized by the family, being ostracized by neighbors, disrupting the survival of the family and the victim (Tursilarini, T. Y. (2017). Therefore, the urgency in efforts to handle cases of sexual violence in children must involve many parties, both from the school, family, and the role of peers to be more concerned and have high awareness in helping their friends if they become victims of sexual violence to be able to immediately report it. In addition, one of the efforts that can be done at school is to provide classical guidance services to educate students to be more vigilant and able to anticipate if sexual violence occurs.

Classical guidance is a program designed by Guidance and Counseling teachers that is carried out on a scheduled basis, with technical guidance services provided to students directly in class (Munadi, D., Adit, G. N., & Rosita, T. (2018). Classical Guidance is also oriented towards a fairly large group of students. It is expected that classical guidance is able to provide comprehensive information to students to educate the dangers of sexual violence and prevent sexual violence in the school environment. This is because every child must get protection, in accordance with the Child Protection Law Number 23 of 2002 Article 1 paragraph 2, that child protection is all activities to ensure and protect children and their rights so that they can live, grow, develop, and participate, optimally in accordance with the dignity of humanity, and receive protection from violence and discrimination.

METHOD

The research method used is quasi-experimental. According to Creswell (2015), quasi-experiment is an experimental design that is carried out without randomization, but involves assigning participants to groups. The sample for this research uses a saturated sample. Saturated sampling is a sampling technique when all members of the population are used as samples (Sugiyono, 2013). So the subjects in the research were 420 students from grades 4 to 6 and they had the characteristics of being active users of the social media TikTok.

Data collection methods are observation, interview, and documentation (self report). As for the data processing using triangulation. Triangulation is a data collection technique that combines various existing data and sources (Sugiyono, 2015). There are three types of

triangulation in data validation, namely source triangulation, technique triangulation, and time triangulation (Sugiyono 2016).

RESULTS AND DISCUSSION

According to the Regulation of the Minister of Education and Culture Number 111 of 2014, it is explained that Guidance and Counseling is a systematic, objective, logical, and sustainable and programmed effort carried out by counselors or Guidance and Counseling teachers to facilitate the development of students in achieving independence in their lives. In this study, a service was conducted that was provided classically for elementary school students.

When associated with the Implementation of the Merdeka Curriculum, the role of guidance and counseling services in the Merdeka Curriculum is as a coordinator in realizing students' psychological well-being (student wellbeing) and facilitating the development of students to be able to actualize their potential in order to achieve optimal development. In addition, Guidance and Counseling is also part of the planning of the Pancasila Student Profile Strengthening Project.

However, Guidance and Counseling in Elementary Schools have several obstacles, including limited human resources, lack of adequate facilities, and in Elementary Schools there is no curriculum that regulates guidance and counseling programs implemented in the classroom, and lack of awareness of teachers and school staff may not fully realize the importance of guidance and counseling or even do not understand about guidance and counseling for students. So in this study, the holding of classical guidance services is an effort to introduce the importance of this service for the prevention of sexual violence in students by providing sexual education to students.

According to Nurlaili, N. (2011) stated that sexual education is not always about husband and wife relations, but also includes other things such as providing an understanding of the physical and hormonal development of a child as well as knowledge about the role of children and social boundaries that exist in society. Parental education is closely related to the provision of sexual education to children, the knowledge obtained by parents, both mothers and fathers, received in the past will indirectly influence how parents educate their children.

Classical guidance services provided to students in grades 4 to 6 at SDN 106 Ajitunggal, namely on September 22 2023, from 13.00-15.30. Students from grades 4 to 6 are the ages that become the core experiences of a child. The time when children begin to be responsible for their behavior in social relationships such as with parents, peers, and others. School age is the time when children acquire the basics of knowledge for good adjustment in adulthood and acquire special skills. Classical guidance according to Nurihsan, J., & Yusuf, S. (2009) is the process of providing assistance to students through classical activities that are presented systematically. The aim of classical guidance is so that counselors can recognize and identify the problems students are facing (Munadi, D., Adit, G. N., & Rosita, T., 2018). The details of the material and schedule of activities for classical guidance services in this research are as follows:

Table 1. Material for classical guidance service activities

Time	Activity
13.00-13.20	Opening material: <ul style="list-style-type: none"> • Pray • Student attendance • Conditioning students by providing icebreakers to increase children's focus before receiving the 1st session material
13.20-14.00	Presentation of Session 1 Material: <ul style="list-style-type: none"> • Material regarding the definition of promiscuity in children

	<ul style="list-style-type: none"> • Material about the characteristics of promiscuity that children should avoid • Recognize forms of promiscuity on social media that children should avoid
14.00-14.10	<i>Ice breaking: to increase children's focus in receiving the 2nd session material</i>
14.10-14.50	Presentation of session 2 material: <ul style="list-style-type: none"> • Material regarding the definition of sexual violence against children, • Material regarding Child Protection Law Number 23 of 2002 Article 1 paragraph 2 and Law Number 35 of 2014 Article 76C • Material about examples of sexual violence • Material on how to avoid and resist if sexual violence occurs
14.51-15.30	Discussion and feedback sessions regarding student understanding after students receive the material

Based on the details of the material above, the following is documentation of activities during classical guidance for students at SDN 106 Ajitunggal Cijambe:



Figure 1. Delivery of classical guidance service material and discussion sessions with students

As a result of activities providing classical guidance services, data was obtained that 90% of students at SDN 106 Ajitunggal were active users of TikTok and they also said that there was some video content on TikTok that was inappropriate for them as elementary school children to see. However, not all students should be able to access TikTok because TikTok has an age limit for its users, namely a minimum of 13 years. This shows that even though TikTok users have been given a minimum age limit, users under the age of 13 can access it, so TikTok users in Indonesia are currently very high. According to the We Are Social report, around 106.51 million TikTok users in Indonesia in October 2023 and this number makes Indonesia the country with the 2nd most TikTok users in the world (Cindy Mutia Annur, 2023).

Based on the results of discussions during classical guidance service activities with students at SDN 106 Ajitunggal, material about promiscuity and sexual violence is very relevant and necessary material so that they are able to sort information on social media, and be able to have behavior that is in accordance with social norms and religious norms. When giving the material

there were also some students who thought that the behavior of recording a video of their friend changing clothes and sharing it with the WA group was just a joking behavior, but after getting the material the students understood better that this behavior could be part of sexual violence because the video was by anyone. can be disseminated widely. This is a form of protection for children.

According to the Child Protection Law Number 23 of 2002 Article 1 paragraph 2, that child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop and participate, optimally in accordance with human dignity, and receive protection from violence and discrimination. Acts of violence against children are regulated by Law no. 35 of 2014 Article 76C states that every person is prohibited from placing, allowing, committing, ordering to commit, or participating in committing violence against children. As for Law No. 35 of 2014, Articles 81 and 82 of the Law on Child Protection stipulate that perpetrators of sexual abuse of children are subject to imprisonment for a minimum of 5 years and a maximum of 15 years, and a maximum fine of 5 billion rupiah.

Based on the data above, acts of sexual violence against children should decrease because Indonesia has good legal regulations in taking action against perpetrators of sexual violence against children. However, currently the number of sexual violence against children is increasing, namely 1,915 cases (Monavia Ayu Rizaty, 2023). This case is increasing due to increasing access to social media which has a high risk for users of elementary school age children who do not yet have a sense of alertness towards new people they do not know. This happened to a 6th grade elementary school student with the initials KJP (12 years old) who became a victim of kidnapping and rape by two perpetrators he knew through social media, namely AD (18) and DF (24). In fact, the victim was sold by the perpetrator through an online dating application (Amaranggana, LP., 2023).

Elliott et al. (1995) found that the majority of perpetrators (86%) sexually abused female victims. In addition, based on research results from Leclerc, Proulx, Lussier & Allaire (2009), more than two-thirds of victims in cases of sexual abuse against children with a sample of adult perpetrators in Canada were girls (68.6%). To provide understanding to students, they need to know and have self-defense in the threat of sexual violence behavior. Sexual violence behavior includes:

- 1) touching, rubbing, touching, holding, and/or rubbing body parts on someone's private areas;
- 2) sending jokes, photos, videos, audio or other material with a sexual nature without the recipient's consent and/or even though the recipient of the material has reprimanded the perpetrator;
- 3) on social media platforms (WhatsApp, Facebook and Instagram), children are lured with money or gifts if they are willing to provide sexual content;
- 4) stalking, taking and distributing personal information including someone's image without that person's consent;
- 5) peeking at people who are getting dressed;
- 6) taking off someone's clothes without that person's permission.

Based on the presentation of material from classical guidance services for 2 sessions, the results showed that (1) students became more aware of the dangers of promiscuity and sexually violent behavior resulting from social media, so that they were able to choose content that was more suitable and inappropriate for viewing, especially on TikTok social media, (2) students become more open to friends, teachers and parents in helping them if sexual violence occurs in their environment, (3) students have awareness and vigilance towards new environments that cause sexual violence.

As for helping students deal with sexual violence, according to Leclerc, B., Chiu, Y.-N., & Cale, J. (2016), there are several efforts that need to be increased, both from students, teachers and parents, namely as follows :

Table 1. Situational Prevention of Violence and Sexual Harassment

Increase effort	Minimize the risks that occur
Target strengthening <ul style="list-style-type: none"> • Building resilience • Awareness to disclose cases 	Extend guardianship <ul style="list-style-type: none"> • Take routine precautions in caregiving duties • Train teachers to encourage openness • Monitor children's activities with adults (e.g., outings/sleepovers)
Control access to facilities <ul style="list-style-type: none"> • Bedroom/bathroom lock • Limit access to unsupervised areas 	Assist with environmental monitoring <ul style="list-style-type: none"> • Design outdoor areas for easy visibility • Ensure outdoor areas are well maintained • Provide an open, safe, and confidential communication channel to teachers and parents
Fend off offenders <ul style="list-style-type: none"> • Parental supervision 	Take advantage of venue managers <ul style="list-style-type: none"> • Involve school principals in facilitating information disclosure • Provide clear disclosure pathways for those working with children (e.g. children/youth sports clubs, groups)
Control tool <ul style="list-style-type: none"> • Delete pornographic material • Control access to the Internet 	Take advantage of venue managers <ul style="list-style-type: none"> • Increase parental, community, and professional sensitivity to common situations

Based on table 1, strengthening builds resilience in children, namely, increasing children's assertiveness, self-confidence and self-esteem (Smallbone, Marshall, & Wortley, 2008) and making children very aware of having open information at school, and within the family. These strategies may make children more likely to understand and be able to resist sexual advances with a low risk of injury and equip them with the tools to resist and avoid inappropriate sexual activity although assertiveness is no guarantee that victimization will be prevented (Leclerc et al., 2011b). Thus, apart from the student's own efforts, the role of parental supervision in handling cases of sexual violence is important because often the trigger comes from the home environment.

Small and Kerns (1993) found strong empirical evidence supporting the benefits of parental supervision and an authoritative parenting style for reducing sexual victimization (Dishion & McMahon, 1998). Parents can have control in removing pornographic content from the home and controlling internet access to minimize children communicating with other people on social media. Additionally parents should exercise caution before allowing their children to travel overnight alone with an adult and require clear information about the proposed activity from the adult and discuss the activity with the child. These steps are particularly relevant because many perpetrators report using these strategies to perpetrate abuse (Leclerc et al., 2005; Sullivan & Beech, 2004). Cases of sexual violence from a number of studies were mostly carried out by adults (Firestone, Moulden, & Wexler, 2009; Leclerc, Proulx, & McKibben, 2005; Sullivan & Beech, 2004; Terry & Ackerman, 2008). So knowing the relationship between the perpetrator and the victim is very

important because it can help in knowing the circumstances in which the violation was committed (when, where, and how the violation was committed by the perpetrator).

However, not all parents have good communication in preventing sexual violence against their children. This is due to several factors that influence the lack of parental roles as communicators, namely parents find it difficult to be open with their children about sex, they feel awkward, uncomfortable, and embarrassed and do not answer children's questions with honest answers if children ask about sex because parents think that their children are still too young to know about sexuality. In addition, parents feel intimidated by their children's questions (Nurlaili, N., 2011).

The impact of sexual violence on children according to (Roosa, M. W., Reinholtz, C., & Angelini, P. J., 1999). including feelings of guilt and self-blame self-blame, shadows of incidents in which children received sexual violence, nightmares, insomnia, self-esteem problems, sexual dysfunction, chronic pain, addiction, suicidal ideation, somatic complaints, depression. In addition, according to Levitan, R. D., Rector, N. A., Sheldon, T., & Goering, P., (2003), the impact is the emergence of psychological disorders such as post-traumatic stress disorder (PTSD), anxiety, other mental illness disorders including personality disorders, physical injuries in children.

CONCLUSION

Elementary School (SD) is the level of education that takes the longest to complete compared to Junior High School (SMP) and Senior High School (SMA), so elementary school students need to receive optimal attention in terms of safety and psychological well-being while they study at school. Therefore, based on research results, classical guidance services in dealing with student sexual violence in elementary schools are able to provide students with understanding in minimizing cases and can have a positive impact on students and teachers in preventing these cases. This is because every student has a high awareness of their physical and psychological safety from the dangers of sexual violence, so that school becomes the safest and friendliest place for children.

As for the long-term impact of sexual violence on children, according to Reese-Weber, M., & Smith, D. M. (2011), children who have been victims of sexual violence in childhood have the potential to become perpetrators of sexual violence in the future, the risk of revictimization in adulthood due to the helplessness of childhood victims who experience sexual violence has unwittingly generalized their perception that sexual acts and behaviors can be carried out on weak and helpless figures.

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