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**THE ROLE OF COMMUNITY-BASED CHILDREN PROTECTION ACTIVIST (PATBM) IN  
THE CHILD PROTECTION****(Case Study in Jayamekar Village, Padalarang District, West Bandung Regency)****Dianawati**

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**ABSTRACT**

This study based on the number of cases of child abuse, the exploitation of children to be employed as a seller of "coet" and marriage on the child's age. Jayamekar village elected as research area because Jayamekar village has an extremely high level of exploitation of children because there is one area in the village which became the center of Coet (mortar) manufacture which marketed in the city - the city of West Java and outside West Java. This research uses qualitative approach and research method applied case study. The purpose of this research is the activities of the activist include strengthening norms, improving parent skills related to parenting, improving the skills of children related to rejecting the violence, and responding to child protection cases. The role of the Activist as an agent of innovation includes the role of education, the role of dissemination of innovation, the role of facilitation, the role of consultation, the role of advocacy, the role of supervision and evaluation monitoring consists of activities: a. Melting away with target communities b. Mobilize the community by making changes c. Strengthening relations with target communities. This research uses role theory, community-based education, and community empowerment. This research resulted in the role of PATBM activists who able to improve the quality of life, empowerment, and hatching of child protection issues in Jayamekar Village, Padalarang, West Bandung.

**Keyword** : child protection, community**INTRODUCTION**

In the Year 2045, Indonesia will get a demographic bonus with the birth of the gold generation, gold generation is the children today, according to Bapenas the number of children in Indonesia about 33% of the total population of Indonesia that must be protected, so they are ready to face its future. According to the explanation of the Law of the Republic of Indonesia Number 35 of 2014 regarding the amendment to Law Number 23 of 2002 on child protection, it is explained that children are inseparable part of human survival and the sustainability of a nation and state. In order to be able and responsible for the sustainability of nation and state, every child needs to get the widest opportunity to grow and develop optimally both physically, mentally and

socially. Therefore, Children protection should be made to realize the welfare of children by guaranteeing the fulfillment of children rights without discriminatory treatment. The protection of the rights of the child shall be based on the principle of human rights that is respect, achievement, and protection of the rights of the child. Child protection is based on the principle of non-discrimination, the best interests of the child, the appreciation of the child's opinion and the right to live, grow and develop. Child protection is all activities to guarantee and protect children and their rights in order to live, grow, develop and participate optimally in accordance with the dignity of humanity and protection from violence and discrimination (Child Protection Act No. 35 of 2014). The position and rights of the child viewed from a juridical perspective are very apprehensive. Data obtained from the Central Bureau of Statistics (BPS) of West Java Region 2015 (BPS, 2016) shows that the population of West Java from 27 cities/regencies in West Java province amounted to 46.709.659 inhabitants. The total population below the age of 19 years amounted to 17,207,901 people with a population of 8,797,835 males and 8,410.066 female. The results of a child abuse survey conducted by the government of the Republic of Indonesia in collaboration with UNICEF in 2014 revealed that 1 in 3 teenage boys or an estimated 4.1 million Indonesian boys experienced violence. Among adolescent girls, 1 in 4 people or an estimated 2.7 million Indonesian girls experience violence, every 3 minutes 1 child dies before reaching five years of age because of preventable diseases, the third highest in the world at 1.8 million children are not fully immunized, 61% of children are born without birth certificates. The number of cases of violence against children in the province of West Java is still quite high, according to the Social Service of West Java, the numbers of Child Toddlers abandoned is 63,670, abandoned children 330.461, Children Against the Law 325, Street Children 20.630, Victims Violence 5502, Trafficking 444, Children with social psychological problems 6,790. Most perpetrators of violence against children are the closest people who come from the family environment, neighbors and schools. This condition is quite apprehensive because the environment that should protect children it becomes an environment that is not friendly and not safe for children, including the family environment. Rights relating to law, employment, health, social welfare, and education, are inadequate to provide special protection for children. Not all children are able to deal with this condition for various reasons, among others: the existence of social-economic constraints, socio-cultural, and others. The problems they experienced lacked responses from their environment so that they were in a vulnerable and vulnerable condition to commit violations of the various norms prevailing in the community environment (Jabar, 2016).

A community-based integrated child protection program is initiated by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia in 2016; each province is selected 2 (two) districts/cities which will be a pilot project of PATBM pilot program. For the Province of West Java choose 2 (two) regions for the pilot area, 2 (two) districts are Cirebon and West Bandung regency. For West Bandung Regency selected 2 (two) Villages namely Tanjungwangi and Jayamekar. Jayamekar village elected because of the research area in the village extremely high level of exploitation of children because there is one area in the village which became the center of Coet (mortar)manufacture which marketed in the city - the city of West Java and outside Java West. Based on the above, the authors are interested in conducting research

related to the Role of Pediatric Community-Based Integrated Child Protection Activist (PATBM) in Child Protection Effort which is expected to foster the awareness of the community that he guarded about the importance of the protection effort for the children.

## LITERATURE REVIEW

### Role Concepts

According to (Soekanto, 2017) the notion of role is a dynamic aspect of status (status). When a person exercises his rights and obligations following his position, he carries out a task. Everyone has various roles that come from the patterns of social interaction. The position in social interaction must distinguish the role inherent in a person. A person's position in society is a static element that shows the place of an individual in a community organization. The role of more refers to function, adjustment and as a process. Levinson in (Jabar, 2016)The role may include three things:

- a. Roles include norms associated with a person's position or place in society. The purpose in this sense is the set of rules that guide a person in the life of the community.
- b. The role is a concept of what an individual can do in society as an organization
- c. The role can also be said to be an essential individual behavior for the social structure of society.

### The Role of the Activist's Concept

According to the guidelines of integrated community-based child protection activists issued. Ministries of women's empowerment and child protection, Community Based Integrated Child Protection Activists (PATBM) are those consisting of a person, or persons, especially child counsellors, children's figures, children themselves, and or those who have concern for children who are active and able to mobilize community activities at village or kelurahan level. Lippit (1958) and Rogers (1983) in (Totok Mardikanto, 2015) call it a change agent, a person who on behalf of the government or community empowerment agency is obliged to influence the decision-making process by the (prospective) beneficiaries in adopting an innovation. Concerning the roles and responsibilities of each facilitator/activist as above, Levin (1943) in (Totok Mardikanto, 2015) introduces 3 (three) kinds of extension roles consisting of activities:

- a. Melting away with the target community
- b. Mobilize the community by making changes
- c. Strengthening relationships with target communities.

The three kinds of roles by Lippit (1958) in (Totok Mardikanto, 2015)) developed into several other more detailed roles:

- a. Development of the need to make changes, in this stage, every facilitator/activist must be able to play its role in activities:
  - 1) Diagnose the problems or needs - the real needs (real need) of the beneficiary community

- 2) An analysis of the motivation and ability of the target community to make changes, so that planned change efforts are clearly accepted and can be implemented following the resources (funds, knowledge/skills, and institutions) that the community has
  - 3) Selection of the right object of change, with the initial activity that is actually believed to be successful and has a very strategic meaning for the continuation of further changes in the subsequent periods.
  - 4) Resource analysis that is available and or can be used by the facilitator / activist who together beneficiaries for the changes as planned.
  - 5) Selection of the most appropriate role of assistance to be undertaken by the facilitator/activist, whether in the form of expert assistance, encouragement/support for change, change formation, institutional formation, or strengthening community cooperation or creating a particular atmosphere for the creation of change.
- b. Moving people to make changes. In this stage, the activities that the facilitator/activist should do are:
- 1) Establish a close relationship with the beneficiary community
  - 2) Show the beneficiaries the importance of the changes that must be made, by showing the problems and needs that have not been felt by the beneficiary community.
  - 3) Together with communities, prioritize activities, mobilize resources (raise funds, organize training, establish and develop institutions), and lead (take the initiative, direct, and guide) planned changes.
- c. Strengthen relationships with beneficiary communities through efforts to:
- 1) Continuous cooperation and good relations with the beneficiary community, especially its leaders (both informal and informal precise figures).
  - 2) Together with community leaders to strengthen change efforts and design steps of change that need implementation for the long term.
  - 3) Continually contribute to professional change through research activities and formulation of the concept of evolution to be offered.
- Totok Mardikanto (2015) conveyed various roles of extensionist/facilitator/activist of community empowerment which he called as an improvement, that is an acronym from:
- a. The purpose of education: to act as an educator in the sense of developing the learning process with the beneficiaries, and continuing to instill the importance of lifelong learning to the beneficiary community.
  - b. The role of dissemination of innovation; namely the purpose of disseminating information/innovation from "outside" to the beneficiary community, or vice versa, and from fellow citizens to other citizens (within and between different social systems).
  - c. The role of facilitation, which is to facilitate funding or indicate the sources of ease required by beneficiaries and other development stakeholders. Regarding facilitation, including the part of a mediation or as an intermediary between development stakeholders.
  - d. The role of consultation; i.e., as an advisor or alternative problem-solving provider faced by its beneficiaries and other stakeholders.

- e. Advocacy role; namely to provide the function of assistance to policy formulation/decision making in favor of the benefit of the beneficiary community (mainly for the lower classes)
- f. The role of supervision; namely the position as supervisor (supervisor) implementation of advocacy activities and community empowerment offered funds or implemented by the beneficiary community.
- g. The role of monitoring (monitoring) and evaluation; namely the task of conducting observations, measurements, and assessments of the processes and outcomes of community empowerment, both during on-going activities and before (formative) and after events (ex-post/summative).

Rogers in (Totok Mardikanto, 2015) suggests 4 (four) other things that became the key success of extension/facilitator that is:

- a. Change-agent efforts or hard work finished by counselors/facilitators
- b. Client Orientation, or always referring to (the circumstances, problems, and needs) of the beneficiaries
- c. Compatibility with the client's needs, or must adapt its activities to the needs of the beneficiaries;
- d. Empathy or tolerance, namely the ability to understand, feel, and put themselves as beneficiaries.

### **Community-Based Integrated Child Protection (PATBM) as a Community Education Model (PENMAS)**

According to the PATBM activist training module (Indonesia, PATBM Activist Training Module, 2016), community-based integrated child protection (PATBM) is a movement of community networks or groups at the community level that works in a coordinated way to achieve child protection goals. (Indonesia, PATBM Management Guidelines for District / City & Province Government, 2017) several reasons explain why PATBM is essential:

- a. Community-based integrated child protection (PATBM) respects the right of participation, strengthens and organizes community participation in child protection
- b. Community-based integrated protection (PATBM) reinforces community and government commitment to child protection
- c. Community-based integrated child protection (PATBM) empowers communities  
The capacity of every citizen, children, and parents to prevent and respond to violence against children is enhanced through structured intervention activities in PATBM such as through information, counseling, training, discussion, mentoring, provision of consultations, exhibitions, etc. Moreover, through the involvement of the community in all series of processes of PATBM activities ranging from situation analysis, planning, implementation of activities, evaluation as well as coordination, consultation and referral; communities are empowered to have the confidence and ability to prevent and solve child problems independently.
- d. Community-based integrated child protection (PATBM) can reach the broader community to control the behavior better.
- e. Community-based integrated child protection (PATBM) optimizes resource utilization.

- f. Community-based integrated child protection (PATBM) strengthens government synergy with the community.
- g. Community-based integrated protection (PATBM) guarantees sustainability  
When PATBM increases commitment, community participation, government synergy with communities, and enlarges resource use, it ensures the sustainability of child protection activities.
- h. Community-based integrated child protection (PATBM) can contribute substantially to effectiveness.

The objectives of integrated community-based child protection (PATBM) (Indonesia, PATBM Activist Training Module, 2016) are:

a. Prevent child abuse

Some of the intermediate goals to achieve these goals are:

- 1) The positive norms about nonviolence are socialized, implemented and enforced and change the norm or understanding of norms that do not support non-violence.
- 2) Establishment of support and control systems at the community and family level to realize care that supports safe relationships to prevent violence.
- 3) Increased life skills and self-defense of children in preventing violence.

b. Responding to violence

Establishment of effective mechanisms for identifying/detecting, helping and protecting child victims of violence including to achieve justice for victims and child perpetrators. Some of the intermediate goals to achieve these goals are:

- 1) The ability of the community to detect early child victims of violence.
- 2) Service is available to receive reports and to assist the victim's child to immediately obtain the necessary help that is easily accessible to the victim's or the victim's or other rapporteur's family. Establishment of a network of quality and accessible service agencies to address victims and perpetrators and handle children at risk.

Hatimah (2016) Outside school education has ample opportunity to educate the public, empirical studies have illustrated that out-of-school education programs continue to work and adapt to the demands and development of society. This is evident from the strategy developed by the Directorate of Outside School Education through empowering approach with Community Base Education (CBE) concept. Community-based education is designed by the community to educate people, so they are empowered. It implies that people are expected to have the power to build themselves through interaction with their environment. Galbraith in (Hatimah,2016), reveals the notion of community-based education that is: "Community-based education could be defined as an educational process which individuals (in this case adults) become more competent in their skills attitudes and concept in an effort to live more control over local aspects of their communities again through democratic participation

According to Nurhattati Fuad in Hatimah (2016) the right value used as a foothold, guidance, or benchmark in the implementation of community-based education are:

- a. Community-based education is an effort to improve the quality of community life (community life quality improvement).

- b. Community-based education is a direct formation of civilized individuals/societies that have high levels of civilization quality (morally, technologically, and have great adaptation with the development of the times) which implies the realization of happy and prosperous life order.
- c. Community-based education as an effort to improve the quality of life, empowerment and hatching community problems. The values that must created include the value of solidarity, solidarity, and togetherness.
- d. Community-based education presents educational contents that are believed to have the ability to realize possible values that are relevant to the real needs of the community.
- e. Community-based education as a community change effort, the content, and process of community education should be oriented towards the formation of independent leadership.

### **The concept of Child Protection**

In Al-Quran, Allah SWT warns that every Muslim parent does not leave behind them a weak generation, both physically and mentally. Allah speaks in the Qur'an an-Nisa (4) verse 9 which means: "And fear Allah for those who should leave behind those weak children, whom they fear for (their welfare). Therefore, let them fear Allah and let them speak the truth. "In the Qur'an Surat al-Isra (17) verse 31 Allah also says which means:" And kill not your children for fear of poverty. We are the ones who will give sustenance to them and also to you. Truly killing them is a great sin. Every parent is obliged to deepen knowledge and insight and can follow the dynamics of child growth and development process. In this regard Rasulullah SAW advised that parents always pay attention to the level of child development and the challenges they will face later. Rasulullah SAW said that means: "Train your children, for indeed they are created for their day, not your day." And Rasulullah SAW once said in a hadith narrated by Ibn Majah which means: "Educate your children and make good their morals because the children are a gift for you." According to the Convention on the Rights of the Child, the right of the child includes 4 (four) things:

- a. The right to survival
- b. Right to develop (development)
- c. Right to protection (protection)
- d. Right to participate in public life (participation)

According to Child Protection Law, Number 35 of 2014 Article 1 paragraph 1 is meant by a child is a person who is not yet 18 (eighteen) years of age, including a child who is still in the womb. While the definition of child protection Article 1 Paragraph 2 of the Child Protection Act states that the protection of children is an activity to guarantee and protect children and their rights to live, grow, develop and participate optimally by human dignity and dignity, and have protection from violence and discrimination.

## METHOD

This research uses qualitative approach and research method applied case study. Data collection techniques through; participant observation, interviews, documentation materials, and triangulation are defined as data collection techniques that combine from various data collection techniques and data sources that already exist. The place studied in the Village Jayamekar Padalarang District West Bandung regency. The actors/subjects studied are integrated community-based child protection activists in child protection efforts. The researcher took the research subjects (actors) amounting to 5 (five) people consisting of Chairman of PATBM, Village Secretary, 3 (three) representatives of exploited children, victims of violence and parenting are not quite right.

## Results and Discussion

Jayamekar is a village in Padalarang district, West Bandung regency, West Java. Jayamekar village is a village that resulted from the expansion of Cibugel Village in 1982 at the time Cibugel District is still Kamantren. In the process of development Jayamekar Village has some potential and hope that needs to be improved, among others:

1. Increased awareness of child protection and public health.
2. Efforts to enhance the natural resources of education. Given at the beginning of 2009 there has been an early childhood education group in various villages that directly contributes positively to education for early childhood. This is also influenced by the growth factor of the original villagers in 2016 with 16,770 villagers, over time in 2017 there was an increase of villagers around more than 17,000 people so that the population of 17,995 (men 9,210 and Woman 8,785) about 31% of the total number of children is 5,698 (2,920 men and 2,778 women)
3. Efforts to improve village office facilities to serve the community, especially regarding computer-based information and communication system for village government apparatus in providing services to the community.

In the efforts to protect children in 2016 Jayamekar village has the opportunity to become a pilot project of a national integrated child protection program (PATBM), to run the program, elected by the village of 10 (ten) activists who will become cadres of child protection movement. The 10 (ten) activists consisted of representatives of PKK, BPD, KarangTaruna, Village Party, Religious Leaders, Educators. The ten activists participated in the training conducted by West Java Province in the implementation of PATBM. The training has been held 3 (three) times of training related to PATBM model, Program Implementation and Evaluation of PATBM and thematic PATBM. Various activities undertaken by PATBM activists are Socialization related to child protection, child protection campaign, IEC related exploitation, child-friendly care, marriage age of the child, and case response related to child protection. Activists took the steps in realizing the fulfillment of the rights and welfare of children in cooperation with institutions around the village areas such as DKM, police, social services, women empowerment service, child protection and family planning kab. West Bandung, P2TP2A. The activist's success factor is the spirit of activists and reliable networks with institutions that have goals related to child protection. The

number of media for socialization, information and education communication (IEC) related to good parenting, child violence, drugs, stop child marriage through routine recitals held in every RW, PKK team meeting, posyandu activities, new students admission at school, during big day commemoration activities such as maulidnabi, 17 August, child day, drug day.

## CONCLUSION

The role of PATBM activists in child protection efforts is carried out through various activities including strengthening existing positive norms in the community, strengthening parenting skills that are child-friendly, strengthening children skills in resisting violence, and case responses related to child protection cases. In carrying out its activities activists work together with child protection associated parties such as women's empowerment and child welfare and family planning, social services, police headquarters, schools, integrated empowerment centers for women's empowerment and child protection (P2TP2A), child forums, and babinmas. The success factors of activists in carrying out their roles supported by strong activist resources, strong village support, harmonious community cooperation, support from the stronger child protection agency. The result of the role of the activist is seen by the reduction of cases related to violence in children, the exploitation of children to become sellers of "coet" (Mortar), and marriage of child age which is currently significantly reduced. Besides, the number of PATBM activists whose origin is 10 (ten) people at this time increased to 135 people in RT, 24 people in RW scope, and 12 people in the village. Jayamekar village community is now aware of the importance of children's education so that the school enrollment rate of children increases and the age of marriage decreases. People will also react when seeing negative things related to children such as children who do not have time to ride motor vehicles, children try smoking, children play games directly report to activists PATBM and activists respond quickly to cases - the case soon, the protection of children trying to make each the rights of the child are not harmed. Child protection is complementary to other rights and ensures that children will receive what they need for them to survive, grow and develop and be ready for the future.

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