

IMPLEMENTATION OF INTERACTIVE MEDIA EDUCATION PROGRAM TO PREVENT SEXUAL HARASSMENT AND BULLYING ON CHILDREN IN KAMPUNG PEMULUNG, JAKARTA

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Abstract

Sexual harassment and bullying are serious issues that threaten the welfare of children, especially in environments with high socio-economic vulnerability such as Kampung Pemulung. Children from these communities often lack access to adequate education on how to protect themselves from harassment and bullying. This research aims to develop and implement an interactive media-based educational program as an effort to prevent sexual harassment and bullying on children in Kampung Pemulung. The approach used is an action research method with active participation from children and parents which were analysed by Social Influence Theory. The interactive media used are educational games, animated videos, and interactive storybooks designed to increase children's understanding of the concept of a safe body, how to say "no," and steps they can take when facing risky situations. The results of implementation show an increase in children's understanding of sexual harassment and bullying, as well as an increase in their courage in reporting suspicious incidents. These findings indicate that the use of interactive media as an educational tool can be an effective solution in providing preventive education regarding harassment and bullying. It is hoped that this program can be adopted by other communities with similar characteristics to help protect children from the threat of violence and harassment in their environment.

Keywords: Bullying, Interactive media, Sexual harassment, Social influence theory

INTRODUCTION

As a business and government center, DKI Jakarta is one of the richest provinces in Indonesia, with regional income reaching IDR 77.45 trillion in 2022 (Umar, 2023). However, despite this, the percentage of poor people in DKI Jakarta still reached 4.67 percent as of September 2021. The problem of poverty in Jakarta needs to be addressed by the Provincial Government, especially with the increase in extreme poverty of 0.89 percent in March 2022 (Hartono, 2023).

One of the poverty areas in Jakarta is *Kampung Pemulung* in Kebagusan, Pasar Minggu. Here, many residents live in slum conditions and work as scavengers. The environment in *Kampung Pemulung* is unhealthy, with many young children not attending school, which results in behavioral problems, including sexual violence and bullying among children.

Sexual violence is a serious issue in Indonesia. The Ministry of Women's Empowerment and Child Protection recorded 9,645 cases of violence against children between January and May 2023 (Damayanti, 2023), with the majority of victims being girls. Data shows that in 2022, the number of violence against children will reach 16,106 cases, with sexual violence being the highest (Sagita, 2023).

Child sexual violence, including harassment, sodomy and rape, is often carried out by people closest to them who are supposed to protect the child. In addition, bullying in schools is also an increasing problem, with 379 children becoming victims of violence and bullying between January and August 2023 (Rahmah, 2023). Observations in *Kampung Pemulung* showed that many children had difficulty communicating and 20 children were vulnerable to becoming victims of violence.

To overcome this problem, we offer educational programs to improve the quality of life of scavenger children through education to prevent sexual harassment and bullying. This program aims to educate children to avoid deviant behavior. We will provide educational materials in print and electronic form, including posters, books, and digital content via social media, as well as educational videos. With this, we hope that children can understand the importance of protecting themselves from sexual harassment and bullying.

LITERATURE REVIEW

Social Aspect Observed in the Community Partner

We have met Mr. Achmad Wadji, head of a community group in Kebagusan Village. During the discussion, it was revealed that many residents in this area have low incomes and work as scavengers, resulting in a slum environment. There are lots of piles of rubbish, ranging from plastic bottles to unused household equipment.

We saw rubbish placed near the house, and some scattered around. The area is also inhabited by homeless scavengers without the knowledge of local residents. Residents are not native to Kebagusan and often do not report their presence in the neighborhood. Mr Wadji added that scavengers lack awareness regarding the law and live in uninhabitable places.

In the social aspect, good interaction between family and neighbors is established. However, there are violations of norms, such as living together without getting married. We found that children of scavengers face delays in social and intellectual development. This situation makes them vulnerable to violence, including sexual harassment and bullying. Without proper education, this crime can occur at any time and by anyone.

We found several urgent problem solving needs that the *Kampung Pemulung* needed, such as 2 out of 20 children who had experienced attacks in the form of being forcibly stripped naked by their friends, 10 out of 20 children had experienced jokes or whistles that had sexual nuances, 12 out of 20 children had experienced speech that discriminated or harassing physical appearance, 9 out of 20 children have been bullied by their school friends.

Sexual Harassment and Bullying in Children and Adolescents

It has been proven that adolescents can participate in more than one type of violence in physical or virtual contexts. Thus, today, multiple violent episodes can be detrimental to peer socialization, sexuality, and dating experiences. Bullying is a form of psychosocial violence in which a defenseless victim is attacked by physical, psychological or social repetitions, aggressions, based on the imbalance of power with the aggressor (Espino *et al.*, 2022).

Game-Based Interactive Media

Interactive multimedia not only makes it easier for students to learn but also aims to provide various learning methods. Children have different learning methods, some learn faster through visual media, some are in the form of audio media, print media, audio visual media and so on. Interactive

multimedia has become a solution to address children's different learning styles. In addition, children are now born in an environment equipped with advanced technology. Therefore, it is necessary to digitally educate indigenous peoples by integrating technology in learning to suit students' interests (Saputri, 2018).

Students like viewing materials found in interactive multimedia because it does not contain only text, but there are images, sound, video and animations. Game-based interactive displays are more interesting than learning which is usually done with the help of textbooks. It is also easier for students to understand the material because the material is fleshed out with game-based images and videos interactive multimedia. Based on learning outcomes, it shows that students prefer visual aids to gain new information and memorize it so that it makes it easier for students to understand the material (Saputri, 2018).

Implementation of Education, Performance, Reflection, and Visitation

Education. Education with interactive media such as animated videos or educational games helps convey complex messages in a way that is interesting and appropriate to the child's age. This is important to increase children's involvement in learning. The use of animated videos increases children's understanding of preventing sexual violence by up to 75% after three days of training (Oresti & Diwenia, 2024).

Performance. Performance-based education will actively involve children. Direct interaction between children creates a supportive discussion space, so that children feel more comfortable sharing experiences or asking about sensitive topics.

Reflection. Reflective activities such as drawing will teach children about the importance of recognizing conditions, as well as ways to protect themselves and report dangerous incidents.

Visitation. We visited the children and community groups that care for scavenger children one month after the activity, in order to find out the active role of community groups that care for scavenger children in cases of sexual harassment and bullying in the post-education *Kampung Pemulung* and to find out directly about the positive impact of activities in the *Kampung Pemulung*.

Social Influence Theory

Social influence theory provides a well-established basis for understanding the social behavior of individuals as it relates to identities. Social influence theory distinguishes a variety of types and levels of social commitment: compliance, identification, and internalization. Kelman's (1958) theory explains how the various commitment mechanisms change the attitude toward the target behavior.

For example, compliance occurs when an individual accepts influence because he expects to achieve a positive reaction from another person or group with a normative commitment. Identification occurs when users of the system adopt behaviors to achieve a satisfying, self-defined relationship with another person or group with an affective commitment. Internalization occurs when users of the system adopt behaviors because of the content, which stand out congruent with their own values with intrinsic motivation. These social influence factors change an individual's belief structure, making an individual respond to possible gains in social status (Hwang, 2014).

RESEARCH METHOD

Initial Survey, Activity Preparation, and Implementation

This activity was carried out in three stages, the first stage was the initial survey, the second stage was activity preparation, and the third stage was implementation. In the first stage, we carried out environmental observations of the scavenger village, interviews with community groups that care about scavenger children, and interviews with them. In the second stage, we held a discussion with a team of Polimedia students and lecturers. In the third stage, we consolidated the implementation of community service, provided education on program implementation, and carried out follow-up visits to measure the independence of community groups that care for the children of *Kampung Pemulung*.

Education, Performance, Reflection, and Visitation

The strategic steps taken by the team to realize this activity were divided into four stages, namely: Education, Performance, Reflection and Visitation.

We show animated interactive videos about preventing sexual harassment and bullying against children. Children can better accept and understand the material provided by displaying animated videos that are interesting for children. Early education using animated videos can help reduce the risk of children becoming victims of sexual harassment and bullying because they are taught to recognize unsafe situations and how to protect themselves (Nugrahmi et al., 2024). We also present material from the book series on preventing sexual harassment and bullying in children. Presenting this material will provide an understanding of how to handle, prevent and reject sexual harassment and bullying. We invite children to play Snakes and Ladders and TOLA TOLE (*Tolak, Lari, Teriak, Lapor* - Reject, Run, Shout, Report). Education through games can make it easier for children to remember and understand the material more deeply. By practicing responses such as running or reporting, children are trained to take active action when faced with a potential threat. This is important to increase their independence and sense of security, (As'ari, 2016). We also educate about sexual harassment and bullying through coloring activities on case studies of sexual harassment and bullying. Coloring activities are used as a measuring tool to see children's understanding and abilities in the material that has been provided.

RESULTS AND DISCUSSION

During the implementation of the activity, together with coaches and mentors, we provided teaching using interactive media. In every activity we always include coaches and mentors, with the aim that coaches and mentors can apply this learning method on an ongoing basis. At the initial meeting we were the main speakers for the children of *Kampung Pemulung*, while the coaches and mentors first studied and observed the learning methods we provided. At the second meeting, we, along with the coaches and mentors, carried out the teaching simultaneously. Then, at the third meeting the coaches and mentors will take over more of the activities.

Animated Film and Audio Technology Usage

We provided activities to watch animated films about stopping bullying, providing knowledge so that children respect each other. Children not only watch animated films about stopping bullying, they also sing songs about stopping bullying. This activity provides memories and understanding to

respect each other among friends. We also provide children with animated films about self-expression and emotions, with this activity children can find out what emotions they are feeling and how they express them. The use of animated videos increases children's knowledge from an average of 72% to 99.73%, (Margaretta & Kristyaningsih, 2020).



Figure 1. Activities for children in Kampung Pemulung

Activities to Build Children's Creativity. We provide experiences for children to build their creativity. Children make expression boards, where through these boards, children can find out what emotions they are feeling and how to express them. We also give them experiences to create creativity to express themselves by recycling plastic bottles. This activity provides creative skills using objects in any form, and trains village scavenger children to be creative according to their wishes.



Figure 2. Activities to build children's creativity in Kampung Pemulung

Interactive Games for Children

Game-based education help children recognize risky situations independently, (As'ari, 2016). We invite them to some insightful games. The Whispering Horse game teaches children Kp. Scavengers form a form of resistance when sexual violence and the like occur. TOLA TELA (Refuse to Run and Shout to Report), the TOLA TELA game teaches the children of Kampung Pemulung attitudes/actions that they should take if they are in a situation of danger/threat of sexual violence and the like. We also provide educational fairy tales with material about sexual violence which is packaged with a puppet fairy tale. This fairy tale teaches children how to behave and what parts of the body should not be touched.



Figure 3. Interactive games for children in *Kampung Pemulung*

Evaluation of Activity Results

Educationally, children can recognize forms of sexual harassment and bullying, so they can respond appropriately if they see or experience sexual harassment and bullying. Children's performance can also be more confident to assert themselves when they are in a situation of experiencing sexual harassment and bullying, able to rise from adversity if they are or have experienced sexual harassment and bullying, and increase their self-confidence in public. Children can convey concerns experienced by the right person. Children also have the courage to report to survivors of sexual violence, as well as the authorities. Community groups that care about scavenger children also play an active role in monitoring the prevention of sexual harassment and bullying against children. On the other hand, children who are scavengers also dare to reveal or report acts of sexual violence that they experience or know about to community groups that care about children or the authorities.

Discussion in Social Influence Theory Review Regarding the Activity Results

The Social Influence Theory helped review the results of activities in Kampung Pemulung that were aligned with what had been planned. There are three mechanisms of social influence theory to be analyzed to see whether the children in Kampung Pemulung can understand the interactive media they consume: compliance, identification, and internalization

Compliance occurred to influence children in Kampung Pemulung through coaches and mentors who teach and guide them in delivering new knowledge and activity. We could say that the children were compliant since they were following the activity enthusiastically. Identification occurred after the children play with interactive games when they were able to identify their feelings and express them accordingly by the help of coaches and mentors they trust. Internalization occurred when children can implement all the activities thoroughly since the contents and activities are related to their ages and contexts, for example playing TOLA TOLE.

CONCLUSION

The field of activity that we have carried out is the social-educational field. In partnership with the Community Group that Cares for Scavenger Children as a mentor for children in the *Kampung Pemulung environment, our activities target 20 children aged 4-13 years who live in Kampung Pemulung RT 006, RW 001, Kebagusan Village, Pasar Minggu District, South Jakarta City, Jakarta Special Region.*

Partner problems identified include (1) discussions about sexual violence and bullying are still very taboo; (2) large number of children; (3) below average life and educational background; (4) lack of role of parents in educating children; and (5) there has been sexual violence and bullying of children in *Kampung Pemulung*. The educational theory that we use in this activity refers to "The Beginning of Child and Early Childhood Education" (Herlina, 2019). After we provided a series of education, at least 20 targets in the Scavenger Village aged 4-13 years, received education using interactive media to help them more easily understand educational material on preventing sexual harassment and preventing bullying. With interactive education, the creativity of the children of *Kampung Pemulung* increases. Through various interactive games, the self-confidence of children in *Kampung Pemulung* increases.

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