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Research Article

SEX CRIMES AGAINST CHILDREN IN INDONESIA AND THE PREVENTION MODEL

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Abstract

Sex crimes against children in Indonesia have repeatedly continued to occur. Moreover, it has experienced an increase in both quantity and quality. To prevent this, a model for the prevention of sex crimes against children in Indonesia is required. The purpose of this study was to look for a model of prevention of sex crimes against children in Indonesia through sex education (reproductive health). The study used qualitative research with a phenomenological approach. The study was conducted in 6 (six) provinces in Indonesia, namely East Java, West Java, Jakarta, Ambon, Aceh, and West Kalimantan. The results obtained from this study showed that sex crimes against children in Indonesia occur due to various factors, namely: lack of knowledge about sexuality, the lack of faith, technological development, economic, internet, pornography, individualist and permissive culture, and the family issues of the perpetrators. The result of this study found a model for the prevention of sex crimes against children in Indonesia based on sex education (reproductive health). Nevertheless, this study recommends that the implementation of a model of prevention of sex crimes against children in Indonesia through sex education (reproductive health) will work if there is a synergy between stakeholders, the state (government), schools, and the community.

Keywords: *prevention model, reproductive health, sex crimes against children, sex education*

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INTRODUCTION

Sex crimes cases against children in Indonesia seem to never end. Sex crimes against children are always repeated. Just recently, a 15-year-old teenage girl in Jambi was raped by 12 young men. Seven of the perpetrators were underage. This fact shows that sex crimes against children not only take place in big cities but can also happen in areas even in remote villages. The technological revolution and information are considered to be one of the factors that make sex crimes against children in Indonesia so massive. According to data released by the Indonesian Child Protection Commission (KPAI), in the span of 2018, the number of sex crimes against children has reached 222 victims, with details of 6 children in Tasikmalaya, 7 children in Banyumas, 17 children in Karanganyar, 26 children in Aceh, 42 children in South Tapanuli, 45 children in Tangerang, and 80 children in Jambi (Nugroho, 2018), as presented in Table 1.

Table 1. Sex Crimes Cases Against Children in 2018

No	Location	Number of victims (children)
1	Tasikmalaya	6
2	Banyumas	7
3	Karanganyar	17
4	Aceh	26
5	South Tapanuli	42
6	Tangerang	45
7	Jambi	80
Total		222

Source: Nugroho, 2018

The data informs that sex crimes against children always increase. Not only in terms of quantity but also in quality. This research data shows that various sex crimes cases against children take place in various regions in Indonesia. For example, in Aceh, a brother impregnate his own sister. In Cianjur, a 10-year-old child experiences sexual violence by his own father. In Ambon, a teacher's husband molested his wife's students. In West Kalimantan, a DPRD member molested a 15-year-old girl. This phenomenon raises the question of why sex crimes against children in Indonesia have repeatedly continued to occur.

According to the Child Protection Commission (Komnas PA) in 2013, there were 3,039 cases of sexual abuse against children. Even more heartbreaking, 68 percent of the abusers were

the people closest to the victim. Harassment is mostly done in places that are considered safe for children, such as homes and schools (Wardah, 2013).

Some studies that discuss sex crimes against children include the following: research conducted by the Yogyakarta Center for Research and Development of Social Welfare Services (B2P3KS) in collaboration with End Child Prostitution, Child Pornography & Trafficking of Children For Sexual Purposes (ECPAT) Indonesia, that the factors that causes sex crimes against children include pornography of 43 percent, influence from friends of 33 percent, influence of drugs of 11 percent, childhood trauma of 10 percent, and influence from family of 10 percent (Yudhistira, 2017), as presented in Table 2.

Table 2. Factors Causing Sex Crimes Against Children

No	Causing Factor	Percentage
1	Pornography	43
2	Influence from friends	33
3	Influence of drugs	11
4	Childhood trauma	10
5	Influence from family	10

Source: Yudhistira, 2017

In addition, there is also research conducted by Hikmah (2017), seeing the causes of sex crimes against children often due to the following factors: 1) the uncontrolled rise of pornography; 2) stimuli born due to the appearance of women who wear tight clothes; 3) negligence of parents who give minimal clothing to girls; 4) parents careless in monitoring the child's social environment. If you take a closer look at this research, there seems to be a simplification of problems and even an analysis that appears gender bias by placing women as one of the root causes.

While research related to sex education or reproductive health includes research conducted by Mutimmatul (2010) which produces sex education learning devices that are integrated into the Islamic Religious Education curriculum. Another study was conducted by Sugiyanto and Suharyo (2011) regarding the analysis of the practice of adolescent reproductive health education by guidance and counseling teachers in Junior High Schools that were felt to be lacking. While the research raised by Rakhmad (2016) is a study of the literature surrounding violence against children, one of which is sexual abuse.

This research itself was conducted with the aim of establishing a sex crime prevention model against children in Indonesia. Some previous studies such as those conducted by Nirmala and Putri (2017) stated that the occurrence of sex crimes against children happen due to a lack of supervision by parents, lack of sexual education for children, and low attention of the general public involved in the prevention of sex crimes against children. But the research did not arrive at making a more comprehensive prevention model involving the community or social environment. In addition, because of the gap in the analysis, the novelty of this study is to develop a more appropriate and comprehensive model of the prevention of sexual abuse in Indonesia through sex education (reproductive health).

RESEARCH METHOD

The method approach used in this study is phenomenology method, which is a method in qualitative research that has an orientation to understand, explore and interpret the meaning of events, influential phenomena in certain situations (Muhadjir, 2000). The data used to analyze came from interviews and Focus Group Discussion (FGD) conducted with KPAI (Indonesian Child Protection Commission), P2TP2A (Integrated Service Center for Women and Children Empowerment), principals, teachers, school committees, community leaders, police, and the Education Office in East Java, West Java, Jakarta, Ambon, Aceh, and West Kalimantan. In addition to the primary data, the analysis used also comes from secondary data such as journals, mass media, and books.

RESULT AND DISCUSSION

Sex crime against children has a broad meaning, from sexual abuse of children, suppresses and asks children to perform obscene things, shows pornography, stimulates them, to have sexual relations with children, all of which are sex crimes against children (Messman-Moore & Long, 2000). Meanwhile, sexual abuse of children as written by Herman (Herman, 1992) became a public issue in the 1970s and 1980s. Prior to this period, sexual violence and abuse of children was always kept secret because sex was considered a taboo for the community.

Sexual violence and sexual abuse of children seems to be a problem for almost every country in the world. A North American study shows that there are around 15-25 percent of women and 5-15 percent of men who are sexually abused when they were children (Laws & O'Donohue, 2008).

The impact received by victims of sex crimes against children is very complex, for example, depression, social, psychological, and emotional impacts. Not only that, a child

who is a victim of sexual abuse in the long term will experience feelings of inferiority, insecurity, trauma, and often anxiety (Cling & Levitan, 2004). This is what makes a child who is the victim of sexual abuse experience social, psychological, and prolonged mental problems.

Reese-Weber and Smith (2011) believe that sex crimes against children have a long-term impact on victims. The children who are victims of sexual violence have the potential to become perpetrators of sexual violence in the future. As a matter of revenge, the helplessness of victims when facing sexual abuse in childhood continue to stick in their minds that sexual acts or behaviors can be performed towards the weak and helpless figures (Reese-Weber & Smith, 2011).

Most sexual harassers are people who are known by their victims; about 30 percent are families of the child, most often brothers, fathers, uncles, or cousins; around 60 percent are other acquaintances such as 'friends' from family, caregivers, or neighbors, while around 10 percent of child sexual abuser are strangers (Laws & O'Donohue, 2008).

This also happened in Aceh, West Kalimantan, Jakarta, West Java, East Java and Ambon, Maluku. In Focus Group Discussion (FGD) and interviews conducted with Siti Maisaraoh (Chairperson of Women's Empowerment and Child Protection of Banda Aceh City), Anwar (a teacher who is also deputy principal at a Lampahseh Aceh 38 Elementary School), Badrun Nisa' (Head of P2TP2A Banda Aceh), T. Angkasa (Secretary of the Banda Aceh City Education Office), Sri Hardani (Head of Child Protection and Development, Aceh Province), Muhammad (Head of Banda Aceh Special and Out-School Education Office), found data that in Aceh, specifically in Lampahseh, in 2014, there were two elementary school students who were victims of sex crime. The culprit is a police officer. This police officer is a resident who lives around the school environment and well known by the students. In the same year, sex crimes against children also occurred in Banda Aceh, where sexual violence was committed by their own brothers.

While in Majalengka, West Java, children with special needs in one of the Special School are victims of sex crimes against children by food vendors. The incident was at the school. In Bandung, rape was committed by a biological father for 6 years to the victim since she was 11 years to 17 years old until the victim had children. In the community domain, sexual violence was committed by a teacher who molested 9 students under the age of 18 (Women's Institute, 2015).

In East Java, precisely in Surabaya, from the results of interviews and Focus Group Discussion (FGD) conducted with Eka Ananda (Head of Curriculum Section of Junior High School/High School of East Java Education Office), Muhammad Iqbal (Principal of Khadijah

Pandegiling Elementary School), Mohammad Hajjir (teacher of Wahid Hasyim 2 High School, Taman, Sidoarjo), M. Taufik (Chairperson of Indonesian Family Planning Association of Bangkalan, Madura, East Java) showed that there were found elementary school students who were five months pregnant. Sadly, the child became a victim of his own father and teacher. Likewise in West Kalimantan, as told by the head of the Regional Indonesian Broadcasting Commission, Alik R Rosyad, that in 2014 there had been a sodomy event carried out by a teacher to his students BN (15) and RD (13).

In Ambon, Maluku Province, in interviews and Focus Group Discussions (FGD) conducted with Inspector Ishak Salamor (Head of Ambon Regional Police Operations and Development Affairs), Rohimah (Head of Child Protection and Development P2TP2A Maluku Province), Maya (Head of P2TP2A Gender Strengthening Affairs), Lambau, S.Pd., M.Sc (teacher of Public Islamic Junior High School of Batu Merah Ambon), Fenije Mandaku, S.Pd, M.Sc (Head of Special Junior High School of Maluku Education and Culture Office), Nancy (one of Ambon's female activists), data was obtained that in 2015 there had been sex crimes against children committed by his own father. The event was at Nausaniwe, Ambon. This incident happened in their own home. And children who are victims are still in class 1 Junior High School.

The most horrendous crime was when sex crimes against children occurred at the Jakarta International School which hit in the middle of March 2014 ago. There have been sex crimes against children in the school environment and carried out by the teachers themselves. In June 2015, as appeared in interviews and Focus Group Discussion (FGD) with Diyah (Assistant for Health and Drugs, Indonesian Child Protection Commission / KPAI), Bestaria Tambunan (6th grade teacher at Kebonsari 01 Pagi Elementary School Central Jakarta), Erika Lalamentik (Menteng Subdistrict Education Office Section, Mariana Amiruddin), recounts stories of sexual abuse on children committed by a teacher in Jakarta. The teacher who is a trainer of PASKIBRAKA (Heirloom Flag Lifting Force) used the momentum to molest his students who were still in elementary school.

Meanwhile, the occurrence of sex crimes against children in Indonesia is caused by several things; ranging from economic conditions, low education, family problems, to the influence of technology. This can be seen in the results of interviews and Focus Group Discussions (FGD) conducted in Aceh with Rudy Bastian (Program Manager at Anak Aceh Legal Aid Agency), Siti Maisaroh (Chairperson of Women's Empowerment and Child Protection, Banda Aceh City), Anwar (teacher who is also deputy principal at Lampahseh Aceh 38 Elementary School), Badrun Nisa '(Head of P2TP2A Banda Aceh), T. Angkasa (Secretary of the Banda Aceh City Education Office), Sri Hardani (Head of Child Protection

and Development, Aceh Province), Muhammad (Head of PLBLS City Education Office Banda Aceh) shows that sex crimes against children occur due to reasons for disharmony in the family of the offender, economy, education, lack of faith, technological and internet developments, to the collapse of religious morality in society. While from the side of the victim usually caused by four factors, namely: family problems, broken home, lack faith, and poor economic condition.

In West Java, the results of interviews and Focus Group Discussion (FGD) conducted with Supriyadi (educational activist), Rina (P2TP2A counselor in Bandung Regency), Andra (Bandung City Education Department Curriculum Section), Siti Atika (Junior High School Development section), Puji (teacher at Soka 34 Elementary School Bandung), shows that sex crimes against children occur due to disharmony in family relationships (parents relationship). This resulted in the perpetrators looking for an outlet outside of the home. In addition, other factors are environmental factors, the decline in religious values in people's lives makes a person so easy to do things that violate religious norms. The next factor is due to the influence of technology such as the internet which is increasingly accessible in society and the low education of sex offenders in children.

Whereas in East Java, the results of interviews and Focus Group Discussion (FGD) with Eka Ananda (Head of Curriculum Section of Junior High School/High School of East Java Education Office), Muhammad Iqbal (Principal of Khadijah Pandegiling Elementary School), Mohammad Hajjir (teacher of Wahid Hasyim 2 High School of Taman, Sidoarjo), M. Taufik (Chairperson of Indonesian Family Planning Association, Bangkalan, Madura, East Java), showed that the sexual crimes against children at school occurred because of the inconvenience of the social environment, lack of communication between children, the school and the family. Another factor is the relationship that is too close between students and teachers. This means that for cases in young women, it usually occurs because of an infinite relationship between teacher and student. In addition, sexual violence against children occurs because of easy access to pornographic images and videos. Apart from these reasons, sex crimes against children occur because there is a sexual disorder in the perpetrator. These factors also appeared in interviews and Focus Group Discussions (FGD) conducted in West Kalimantan with Alik R. Rosyad (Chairperson of West Kalimantan Regional Indonesian Broadcasting Commission), Zainal Arif (Secretary of the Women, Children and Family Planning Empowerment Agency, Pontianak, West Kalimantan), Heni Sutiani (Pontianak City Education Office), Saringan, S.Pd (teacher at Pontianak Selatan 20 Elementary School).

While the findings in Ambon, Maluku as appeared in the results of Focus Group Discussion (FGD) and interviews with Inspector Ishak Salamor (Head of Ambon

Regional Police Operations and Development Affairs), Rohimah (Head of Child Protection and Development, Maluku Province), Maya (Head P2TP2A Gender Strengthening Affairs), Lambau, S.Pd., M.Sc (teacher at Public Islamic Junior High School of Batu Merah Ambon), Fenije Mandaku, S.Pd, M.Sc (Head of Special Junior High School of Maluku Education and Culture Office), Nancy (one of Ambon's female activists), showed that the crime of sexual violence against children occurred due to an increasingly permissive life, a culture of individualism, liberalism (freedom), and a spectacle that was so permissive and vulgar. This culture eventually gave birth to a culture of ignorance with other matters that made someone commit sex crimes on children.

The explanation also appeared in the Focus Group Discussion (FGD) conducted in Jakarta with Diyah (Assistant for Health and Drugs, Indonesian Child Protection Commission), Bestaria Tambunan (Class 6 teacher at Kebonsari 01 Pagi Elementary School, Central Jakarta), Erika Lalamentik (Department of Education Section of Menteng Subdistrict) who saw that the culture of hedonism, individualism, and liberals that made the community ignorant of the problems around them made the sex offenders free to carry out their crimes.

Seeing the factors of the occurrence of sex crimes in such complex children, the presence of the state is required to prevent sex crimes against children in Indonesia. One form of government support is the presence of institutions to empower and protect child victims of violence such as P2TP2A (Integrated Service Center for Women and Children Empowerment). In addition, the state is also present through regulations or legislation related to child protection laws, such as Law No. 44 of 2008 concerning Pornography and Law No. 23 of 2002 concerning child protection (Maria, 2014).

However, the results of interviews and Focus Group Discussion (FGD) conducted in the six provinces that were the location of this study, namely: Aceh, Jakarta, West Java, West Kalimantan, East Java, and Ambon, showed the presence and goodwill of the state in preventing sex crimes against children are often hit by structural and cultural problems. The aforementioned structural constraints are as follows: 1) the law of sex crimes against children is not optimal; 2) the minimum budget for prevention in the relevant state institutions. While cultural problems include: 1) the culture of the local community; 2) geographical location of events that are out of reach; 3) weak coordination are more difficult to tell clearly related to what happened when they experienced ill-treatment (Noviana, 2015). Apart from being traumatized, children's lack of knowledge related to sex education is suspected to be a problem and cooperation between schools, school committees and parents; 4) lack of communication between communities, victims of sex crimes and institutions that represent the state; 5) openness between family and children and vice versa; 6) families that do not understand the development of children so they do not know to

whom they should speak up; and 7) children's lack of knowledge of sex education or reproductive health.

Another problem or difficulty in the recovery process for child victims of sex crimes against children is the difficulty in recognizing victims' feelings and thoughts when the event occurs. Most children who are victims of sex crimes in handling sex crimes against children in Indonesia. This is consistent with the research conducted by (Miswanto, 2014), which stated that the absence of knowledge about sexuality is what makes children seek their knowledge outside the home, which actually makes them on the radar of sex offenders. This is where the importance of reproductive health education or sex education in children needs to be given from an early age.

Ontologically, the nature of sexual education actually examines life needs, keeps a narrow mindset away, and puts forward a good mindset. But it must be realized that sex education will be a problem if it is not managed properly. At this point, sexual education is like a double-edged knife, on one hand, it is as a center for information about sex, but on the other hand, it seems that it is actually the driving force for children to try (Yasmirah, 2014).

Conceptual reproductive health education or sexual health in children is actually an educational paradigm that is responsible for the knowledge of sexuality. Therefore, in sex education or reproductive health education, teenagers and children will be given complete, honest and correct knowledge in making choices or decisions related to their reproductive or sexual health (Dyan, 2009).

The paradigm of sexual education for early childhood is basically directed more at knowledge about gender, knowledge about themselves, prevention of sexual violence, and positive self-concept. Children often do not understand the difference between real men and women. Sexual education should ideally be part of an early childhood education curriculum so that teachers can provide knowledge to children through learning about sexual knowledge (Nirmala & Putri, 2017).

The purpose of reproductive health education or sex education in children is to provide services and knowledge to children and adolescents so that individuals are able to undergo their reproductive processes in a healthy manner and are free from discriminatory treatment and gain respect for their reproductive or sexual health rights. With the existence of reproductive health education or sex education, a system of protection for young people and children will be formed from the risk of sexually transmitted infections (STIs), HIV/AIDS, and sexual violence so that children are free from discrimination, fear, and acts of sexual violence (Dyan, 2009).

By looking at this urgency, it is important to give reproductive health education or sex education for children. However, discussing reproductive health education or sex education is

still considered taboo by the community nowadays. This is because when talking about sex education, the first thought that arises is always things related to sensuality and intercourse. In the point of fact, sexuality concerns about the reproductive organs, caring for health and hygiene, and psychological aspects (Miswanto, 2014).

In the international agreement in Cairo in 1994 which was signed by nearly 100 more countries including Indonesia, it was agreed that reproductive health education or sex education should be given to children and adolescents as knowledge as well as preventive efforts in preventing or surviving sexual crime treatment at any time befall the child. School-based reproductive health education is an early strategic effort to prevent sexual violence against children in schools and the environment. There are important factors why reproductive health education or sex education is important to children in school. First, many children do not understand the development of sexuality because parents consider it taboo. Second, because of the lack of knowledge about sexuality, they finally found out outside the home which eventually trapped children into pornography (Miswanto, 2014). With sufficient knowledge regarding knowledge about reproductive health or sex education for children, it is expected that the children's courage and willingness to speak up if something bad happen to children, especially those related to sex crimes.

The belief in the importance of sex education or reproductive health to be given to these children was agreed upon by the stakeholders in several areas where the research was conducted, namely: Aceh, Jakarta, West Kalimantan, West Java, East Java, and Ambon Maluku as they were seen in the results of the Focus Group Discussion (FGD) conducted in the six provinces. It gives an overview of how sex education or reproductive health education becomes important for children so that they have knowledge of it and could eventually become the knowledge capital for children in dealing with child sex offenders. Sex education or reproductive health education can be provided through the existing curriculum in schools or if possible become separate curriculum.

This is important so that children do not find out the explanation outside the home or school which is frequently misleading and even dangerous for children. Therefore, it must begin with open communication between parents and children by discussing matters in accordance with agreements between children and parents, for example: 1) polite way to express opinions to parents; 2) children's learning hours in one day; 3) the deadline for children to go out at night; 4) which areas are the privacy of children and parents; and 5) television shows that can be watched by children based on age (Andika, 2010). And also related to things that are more private, for example about how sex crimes against children, the courage to fight when facing sex offenders in children.

Sex education or reproductive health education provided to children is certainly not the only way to prevent sex crimes against children. According to Sandarwati, prevention of sex crimes against children must include: 1) primary prevention, namely prevention by emphasizing the community as a social protector; 2) secondary prevention, namely prevention which focuses on children from families who are vulnerable and at risk; 3) tertiary prevention, is a prevention that prioritizes children who are experiencing poor treatment (Sandarwati, 2014).

In addition, the findings obtained in the Focus Group Discussion (FGD) activities conducted in six provinces where the research was conducted; Aceh, West Kalimantan, Jakarta, West Java, East Java, and Ambon. Shows that sex education or reproductive health should be given to children from an early age. Moreover, cooperation and synergy between all elements; the country with all its policies and budgets, the community with its concern, and the school as the second home of the children is important in preventing sex crimes against children.

The synergy is very important considering that in the results of Focus Group Discussion (FGD) and interviews from six provinces where this research was conducted; Aceh, Jakarta, West Java, West Kalimantan, East Java, and Ambon believe that sex crimes against children constitute extraordinary crimes. It is not only damaged the future of the victims but also damaged the future of the nation. Because of the extraordinary evil, it requires extraordinary steps along with great togetherness. It cannot be overcome by itself, it requires joint strength and cooperation to prevent sex crimes against children; starting from the state, society, non-governmental organizations (NGOs), schools, family, media, to religious or community leaders. Because only with this way, this crime can be prevented. If it is not realized, it will be ready to damage the children and the golden generation of the Indonesian people.

To create this synergy, in the Focus Group Discussion (FGD) in six provinces, it was recommended that the main point that needed to be done was to grow and create awareness among the community that the issue of sexuality for children was important to avoid the evil intentions of child sex offenders. To prevent sexual violence against children, it can be initiated by making a movement to raise awareness about the importance of knowledge about sexuality so that children do not misunderstand and be vigilant when facing the evil intentions of sex offenders. Knowledge of sex is not merely a matter of affair relating to the relationship of the body, but also the matter of the reproductive organs.

To create public awareness of the importance of courage to say that sexual problems are not a taboo issue, is by conducting socialization to the community, to schools, both from

Elementary School to High School or equivalent. This can be done through film screenings, lectures or through games that make children not tired of receiving reproductive health material or early sex education. In addition, a children's forum was formed which is a communication forum for children as a place to speak up and dare to express children's opinions. They are taught to dare to resist and fight when facing people who have bad intentions towards them. They are taught to resist and screamed when someone held a vital place or body part that should not be touched by someone other than their own parents for example.

With such socialization, the community can at least begins to gain awareness of the importance of understanding and fighting against perpetrators of sexual violence against children. In the framework of this socialization, a collaboration between the existing community stakeholders is required, such as religious leaders, teachers, schools, NGOs, relevant government agencies such as the education, health, police, judiciary and other figures. This collaboration becomes important to build community strength in creating an open culture.

In addition to socializing the importance of sexuality issues, it must be rooted in local values and schools. This socialization must rely on local culture and schools. This is important for local culture because it becomes a force in driving public awareness. However, the formation of such local potential certainly cannot work without the support of the government. This means that the role of the government also becomes very important. The government's partiality towards women and children can be seen for example how much the budget is given to institutions that care about women and children.

Thus, besides the existing culture in the community, another equally important is the support of the Regional Government. However, in the Focus Group Discussion (FGD) conducted with Inspector Ishak Salamor (Head of Ambon Regional Police Operations and Development Affairs), Rohimah (Head of Child Protection and Development, Maluku Province), Maya (Head of P2TP2A Gender Strengthening Affairs), Lambau, S.Pd., M.Sc (teacher at Public Islamic Junior High School of Batu Merah Ambon), Fenije Mandaku, S.Pd, M.Sc (Head of Special Junior High School of Maluku Education and Culture Office), Nancy (one of Ambon women's activists), reminded that even more important is how the SKPD (Regional Work Unit) also cares about carrying out what has been outlined by the leadership. There should be no sectoral ego between Regional Work Unit.

Furthermore, in implementing commitments to prevent sex crimes against children it must also involve other state institutions such as the police, prosecutors, education and health services. In addition, collaboration with institutions outside the government such as

NGOs, media and mosque institutions is required. This is in line with what stated by T. Angkasa, Banda Aceh City Education Office. According to him, cooperation and mutual cooperation are fundamental in preventing sexual violence against children. For example, schools, education, health, police, and institutions outside the government must also be involved. With this, the power in the community can unite.

In addition to these institutions, Badrun Nisa' (Head of P2TP2A, Aceh) added that what is also important in preventing child sex crimes is the concern for the social environment, family and the environment in which children live. Collaboration between schools, parents and the environment also becomes very important in preventing sexual violence against children. Moreover, there must be good cooperation with community leaders such as religious leaders in order to improve faith and morality.

Whereas Rina, P2TP2A Bandung District Counselor, believes that preventing sex crimes against children must be born from public awareness. To give birth to this awareness a social movement is needed for enlightening the importance of shared awareness of the community paradigm in seeing the problem. In addition, high commitment is required in overcoming the problem of crime against children. Not only intention but also evidence of work in the field and it was proven on how the government allocated a budget for victims of sex crimes against children.

This budgetary (structural) problem was felt by P2TP2A in Ambon and in other areas. Although each region has a different depth of the problem, it almost complains about the lack of budget issues. In addition to budgetary issues, another problem is the absence of cross-sectoral cooperation in each SKPD (Regional Work Unit). The ego of each department makes the handling of victims of sex crimes against children often hampered by authority and sectoral restriction. As a result, child empowerment and service institutions such as P2TP2A often feel stand alone.

Therefore, according to Rohimah (Head of the Division of Child Protection and Development, Maluku Province), if the Regional Work Unit is mutually collaborative, then every Regional Work Unit has a budget intended for handling cases related to children. In addition to structural factors, there are also cultural factors that also make it difficult to handle sex crimes against children. The culture of the people who still consider that the sex is a taboo issue so that when there is an incident that befell children related to the issue of sex is considered a disgrace that must be covered.

Departing from the facts and data obtained from the Focus Group Discussion (FGD) and from various existing secondary sources, this study found a more comprehensive and

holistic model of prevention of sex crimes against that focuses more on the involvement of all stakeholders. A plot and sketch of this model are shown in Figure 1.

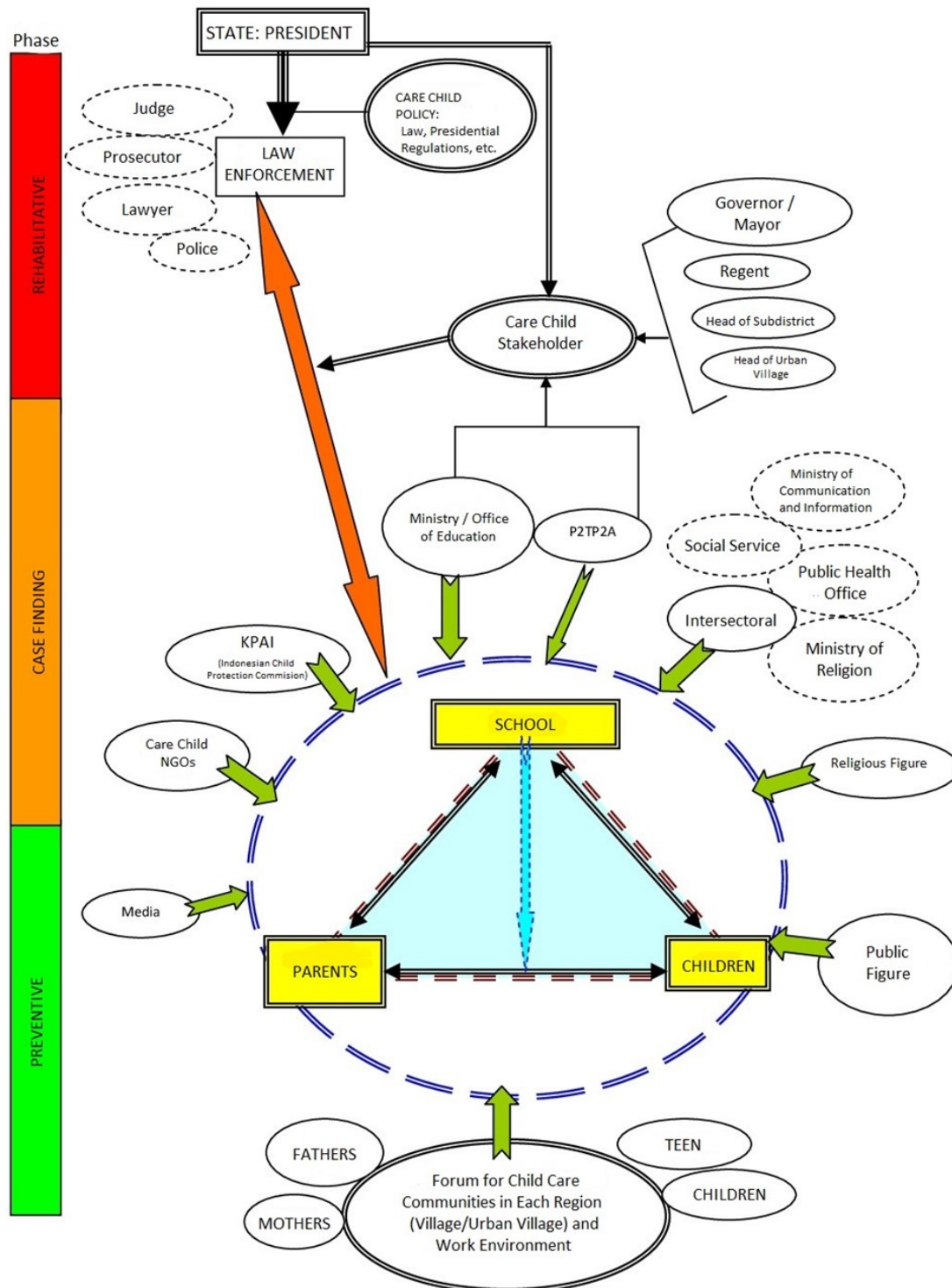


Figure 1. General Model of Prevention of Sexual Violence Against Children (Processed from various sources)

In general, an ideal effort to prevent sexual violence against children must begin from the environment closest to the child. Every child has a family and the closest social environment around him, among others, can be relatives/family, neighbors, to the school where children learn and play. Today's school can be said to be the second home of a child. At school, children can spend at least 3 hours, even up to 10 hours. Therefore, between children, parents and schools must have good quality communication relationships.

The triangle symbol (Figure 1) shows the area that requires the highest quality and intensity of communication. Therefore, in this area, efforts are needed to build good and strong communication relationships between the three. In addition, the presence of schools ideally can further strengthen communication links between children and parents. Starting from this is where efforts to prevent sexual violence against children can be done. If the communication between parents and children, between children and schools, and between parents and school is good, there will be good synergy. This makes it possible for all elements to discuss and find the best solution together if there are problems that occur related to the child.

Furthermore, the core of efforts to prevent sexual violence against children is the awareness of children and the surrounding environment about the threat of sexual violence against children. Sexual violence against children is a situation that is uncomfortable for children and can damage or endanger the children's future both mentally and physically. This action should not be done on children. The threat of sexual violence against children can arise from anyone, both from people closest to others who are not known. The key, if anytime and anywhere the child is in danger of experiencing sexual violence, the child has an awareness of the problem of violence that is happening to him and the child has the courage to tell the closest person like a parent or teacher who is trusted about the experience.

Furthermore, children are empowered to be able to resist, screaming up to fight if possible. In addition, to facilitate the efforts of children to find places to tell and take refuge, parents and schools must provide time, place and sincere attention wholeheartedly to become a place to tell and protect safely and comfortably. As the person closest to children, parents and schools (teachers) must be fully committed to seeing children as trustees who must be guarded, educated and keep children away from all forms of neglect and violence.

To be able to create these ideal conditions, it certainly cannot happen immediately. However, it requires cooperation from various elements of society, both individuals and groups, as well as government support. The role of the elements of society and government is a social fortress that researchers believe is a powerful weapon to intensify efforts to prevent sexual violence against children.

The strength of the social fortress lies in the spirit of concern from all elements of

society, nation and state towards the children and the future of the nation. This concern will eventually raise awareness to participate in supervision, be critical and promptly respond to the presence of symptoms or things that are not appropriate for the children, as well as awareness and strength to report to the authorities or help find protection for children when meeting or suspecting sexual violence against children around them. In accordance with the input of several research informants, this social fortress is believed to be able to exceed the surveillance power of CCTV installed on every street corner, home and school.

In addition to being able to play a role in the process of supervision and reporting, if the elements that make up the social fortress can communicate with each other, join hands and cooperate well and do not prioritize personal or group egos, then each will be able to provide input and play an active role in fostering the quality of the empowered abilities of the elements in the triangle area. The presence of community elements such as community leaders, religious leaders, community groups and the role of the media can contribute to providing supervision and reporting. Whereas the presence of government elements (both education and other cross-sectoral agencies) and the existing non-governmental organizations can coordinate with institutions formed by the community and government such as the Indonesian Child Protection Commission (KPAI) and the Integrated Service Center for Women and Children Empowerment (P2TP2A). This coordination will be able to complement each other to be able to provide input on the interventions needed to strengthen the triangle area, according to the main tasks and functions of the institution.

The essence of this model of prevention of sexual violence against children is how all elements of society and stakeholders work together in preventing sex crimes against children. Without cooperation, security or control device in any kind still cannot afford to prevent sex crimes against children. Thus, what is required in the model of prevention of sex crimes against children is to eliminate the egocentrism of each stakeholder. By eliminating ignorance, this model demands that only one common interest, namely saving Indonesian children from the threat of sex predators.

After the model of prevention of sex crimes against children that demand cooperation and involvement of elements and stakeholders in the community, then the next is how reproductive health education or what may also be called early sex education in schools is carried out. The model of prevention of sex crimes against children through reproductive health education or early sex education believes that schools as educational and social institutions have a strategic role in transferring knowledge about sexuality to children. With this assumption, the model of prevention of sexual violence against children through reproductive health education is one way to overcome the sexual violence against children.

The Triangle in the Model as shown in Figure 2 is an area that must be conditioned as a safe zone for children because it is the place of life and development of children to get sufficient provisions to face their future. This model focuses on increasing the ability of all the elements in the triangle area.

The triangle area in question consists of three main elements, namely parents, children and school. While other supporting elements that are still in the triangle area are family members other than parents and children, such as cousins, brother-in-law, grandparents, and others. In addition, supporting elements in the school include teachers, non-teacher staff to security guards and cleaning services.

The abilities expected to be mastered by the elements in the triangle area include:

- 1). Awareness of the threat of problems of sexual violence against children;
- 2). Awareness of the importance of building the basics of moral values in each element, starting from parents, relatives, children to all elements in the school. The moral value that must be emphasized is that the child is the next generation so that the future of the nation and state is in the hands of children today. Children are mandates that must be guarded, protected, cultivated in a good and humane way.

If a child is educated and raised in a humane way, he will be able to treat the nation and the state humanely in the future. The act of violence against children, especially sexual violence is an inhuman act, damaging the physical and mental children, damaging the future of children, even the nation and state. Elements in the family and school must understand that educating children is a part of worship that is accountable to God the Almighty. In the end, the spirit of caring for children must emerge and not only on a small scale but on a broader scale, for all children around the triangle area.

With that awareness, it is also hoped that it will once be possible to avoid the possibility of sexual violence against children by parents and teachers or perhaps relatives or other school staff, as in some cases that the sex offenders against children are perpetrated by school (teachers and other staff) and parents. This must be a prohibition for elements in the triangle area.

- 3). Understanding their duties as part of the elements that are expected to play a major role in efforts to prevent sexual violence against children. For example, both parents and school teachers grow their awareness to further improve supervision and communication with their children. So that children feel more secure and comfortable to communicate with parents and teachers. The courage of children to tell their parents or teachers about their daily experiences at home or at school can be an indication that the child is comfortable in communicating with the closest person.

Parents and teachers must also begin to open up to care and be able to convey the threat of problems related to sexual violence against children, which can occur in any child, including about the “reproductive health education” especially regarding efforts to protect their reproductive organs that must be carried out by children. Parents and teachers must work together by complement each other to teach children to recognize acts of sexual violence against children. Thus, the child is immediately able to be aware of the threat of sexual violence if there are signs or symptoms of a person's behavior that are indicated as being sexually abusing children.

After that, it will continue to teach about how to avoid acts of sexual violence or even about how to deal with acts of sexual violence in the future if it happens to a child. Refusing or screaming is the first step for children to show the perpetrators of sexual violence that the child has courage, and not timid. Moreover, it should be noted for parents and teachers to open up and provide time, energy as well as a special place for children to be able to tell parents or teachers so that children can speak up comfortably.

4). Understanding problem areas and action steps for handling cases of sexual violence against children. Both parents and teachers need to understand what to do if one day encounters cases of sexual violence. Among others, a place to protect children, and even become a facilitator for efforts to seek help, both health, psychological and legal. Therefore, parents and teachers must know where to look for health, psychological and legal help that has been provided by both the government and non-governmental organizations.

5). The ability to empower and develop new networks and spread the spirit of caring for children in the social environment in each element in the triangle area where they live. If this can be done, then there will be giant nets that grow everywhere covering all levels of society and become a social fortress against child sexual violence. These giant nets will protect every child who lives in every corner of the country from the threat of sexual violence. In the end, sex offenders will be hesitate to commit their evil behavior, because the community will no longer provide a gap for offenders. In the future, every giant network is expected to be a social court for sex offenders.

The steps that can be taken to achieve these expectations include:

- a. Socialization and education to the school and parents related to the abilities that must be mastered by each element in the triangle area. The target of this activity also includes all elements in the school committee. This activity can be carried out through lectures, discussions and even role plays. The output of this activity is expected to increase cognitive and psychomotor from parents and teachers about the importance of efforts to prevent sexual violence against children starting from the triangle area, the

importance of being open to issues related to reproductive health education as well as safeguarding reproductive organs from sexual violence, and about how to teach reproductive health education to children. In role play, all these elements are expected to be able to teach children about how to recognize the existence of sexual violence in other children or themselves, as well as how to refuse and seek help or tell the closest person (parent or teacher) about the experience of sexual violence from other people. One method of teaching children is learning with fun by playing and singing. The media used can be videos, pictures or role dolls, etc., which can be adjusted to the age and preferences of the child. In addition, it is expected that another output of this activity is that parents are able to convey their knowledge to other family members, including relatives in a large family area. While the teacher is also expected to be able to convey knowledge to all school staff, including security officers and school cleaning service. So there is knowledge sharing in the triangle area.

- b. Conduct a joint commitment between schools, parents, including school committees to carry out joint movements to combat sexual violence against children, starting from the triangle area.
- c. Conduct training for teachers in schools and parents, including school committees about efforts to develop new networks around the triangle area, which is a social environment where children live, such as the social environment around where children live, that is to one family of *Rukun Tetangga*, *Rukun Warga* and even one *Kelurahan*. Likewise, the social environment around the school including other neighboring schools that are still in one area (subdistrict). In an effort to develop this new network, it requires collaboration with the health office and cross-sectoral cooperation. The output of this activity is that the school and parents including the school committee are able to play an active role in forming and developing a new network that is concerned with children's problems, particularly related to the prevention of sexual violence against children. Schools and the committees can directly act as facilitators during the socialization and education of a new network that is formed. Thus, it is expected that in the future, all the activities that have been carried out can independently run without direct facilitation from researchers and teams.

Of the two models of prevention of sex crimes against children, both models in their implementation cannot stand alone. This means that both models require complementary and not mutually exclusive. In other words, the prevention of sex crimes against children must all be involved with their respective roles and contributions. Prioritizing and relying the duty on school alone is unwise considering the children's broader environment outside the school.

On the other hand, giving up and relying on the social environment of the children at home is not recommended. This is because schools are educational institutions and one of the social institutions that have a strategic role both as an organization to transfer knowledge as well as social morality organization that is needed in developing children's mentality. All of the above models of prevention of sexual violence against children in Indonesia requires the good intentions of the state in maintaining and striving for the sustainability of the model in various regions. Without the government's political will, this model will only become a mere concept.

CONCLUSION

Sex crimes against children in Indonesia are always and continuously repeated from time to time. This happens because due to several factors, ranging from the family's problems, the economic conditions of the victim, individualistic and permissive culture, the negative effects of technology and the internet, lack of faith, broken home, lack of supervision from the school, and ignorance of the social environment. To prevent sex crimes against children, a comprehensive and sophisticated prevention model based on sex education (reproductive health) is required for children by involving all stakeholders, starting from the state, schools, parents, teachers, community leaders, families, social environment, to students themselves. The synergy of each stakeholder eventually became a social fortress which is a requirement for the implementation of a model of prevention of sex crimes against children in Indonesia.

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