



UTILIZATION OF COMMUNITY SOCIAL CAPITAL TO FIGHT OFF CHILD SEXUAL BUSINESS

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ABSTRACT

Forms of verbal sexual abuse of children are inviting, seducing, insulting and threatening. Non-verbal forms of child sexual abuse include touching, stroking, hugging, forcing and attacking. Social capital is very important and very necessary to be utilized as an antidote to child sexual bullying. Social capital is a component and core element of the support system. A support system is needed, in synergy with each other and consisting of all stakeholders: Central Government, Ministries, Regional Government, Regional Heads, POLRI, Sub-Departments, School Principals, Teachers, Homeroom Teachers, Guidance Teachers, RT/RW Heads, Parents, Religious Leaders, Community Figures, Non-Governmental Organizations and all members/components of society. POLRI, Schools (Principals, Homeroom Teachers, Counseling Teachers, Teachers), Parents, Religious Leaders and Community Figures have the duty and responsibility to explain to and train children to be able to behave and be skilled in behaving alertly to the dangers/threats of child sexual abuse.

Keywords: *Regional Police, Community Social Capita, Fight Child Sexual business*

INTRODUCTION

1. Background

The trend of cases of child sexual abuse continues to increase every year. The latest case of child sexual abuse occurred in Batu City, East Java. The police have carried out a crime scene investigation (TKP) for a case of child sexual violence at school. Good Morning Indonesia (SPI) led directly by the Dirreskrim on Wednesday, 02 June 2021 (Coverage 6, 2021). Not to mention what happened in several regions in Indonesia such as Gorontalo and DKI Jakarta. It appears that cases of child sexual abuse continue to increase. The Indonesian government has increased penalties for perpetrators of child sexual abuse, but cases of child sexual abuse have not decreased significantly. In 2016, through Perppu (Government Regulation in Lieu of Law) the government changed two articles from the previous law, namely article 81 and article 82, and added one article 81A. This Perppu toughens the punishment for perpetrators of sexual harassment, namely the death penalty, life imprisonment and adds the punishment of chemical castration (Dzulfaroh, 2019). In January 2021, President Joko Widodo signed a PP (Government Regulation) concerning Procedures for Implementing Chemical Castration Measures for perpetrators of child sexual abuse. This PP explains the administration of chemical substances through injection to perpetrators who have been convicted of forcing children to have sexual intercourse with them (Saputra, 2021).

Social capital can play a role in preventing or overcoming violent behavior. Research conducted by Fujiwara, Yomaoka, and Kawachi (2016) states that environments with strong social networks and mutual trust have lower reports of violence against children than environments with weak social networks and low social support. This is because social capital has an impact on stronger social ties to help each other and provide reciprocal relationships between residents if a problem occurs. Kirst, Zhang, and Campo (2015) stated

that social capital can play a role in partner violence. High levels of social support, which is an aspect of social capital, can prevent violent behavior in partners by providing instrumental, informational, emotional and financial assistance. Jenkins and Fredrick (2017) also stated that social capital is useful in understanding prosocial behavior in students at school. Students who have aspects of social capital, namely higher social support, tend to engage in prosocial behavior related to bullying. Students feel that they are part of a supportive peer network so they tend to provide support to their friends. Students who have higher aspects of social skills also tend to engage in prosocial behavior. Social skills include empathy, cooperation, and self-control. Social capital can also play a role in child sexual bullying. Communities can mobilize and utilize social capital to ward off child sexual abuse. Communities that care for each other, trust each other, and work together can build a fortress to ward off child sexual abuse. Mutual trust is the key to social capital because it can measure the extent to which people are open to connecting with each other (Putnam, in Bouchilon, 2013). People with high social capital tend to show interest in the lives of children from other families, so that parents are encouraged to pay more attention to their children and indirectly can prevent problems in their children (Wu, Xie, Chou, Palmer, Gallher, and Johnson, 2010).

So the problem that can be formulated based on the background description is as follows:

- a. How is child sexual bullying prevented at this time?
- b. How can community social capital be used to prevent child sexual bullying?

METHOD

Grounded Theory

Data were analyzed in several stages, namely open coding, axial coding, and selective coding (Bazeley & Richards, 2000; Bazeley 2007; Creswell, 2007). After that, the researcher established the preposition and produced a theoretical model that explains the phenomenon under study (Charmaz, 2006; Creswell, 2007; Corbin & Strauss, 2008), namely the use of community social capital to ward off child sexual bullying. Researchers did not theorize, but made theoretical prepositions and theoretical models because the research process experienced several obstacles and limitations as a result/impact of the Covid-19 pandemic and the implementation of PPKM.

Data source

The data source is the first stage of face-to-face in-depth interviews and examination by participants (member checking). Other sources of data are observations, documents, archives, broadcasts on television, news/articles in print media and social media, but these data are not main/typical data.

Interview

Researchers conducted interviews with 17 (Seventeen) research participants, but only 8 (Eight) research participants provided complete answers that were in accordance with the questions asked. Apart from that, the data from the interviews has experienced category saturation where no new categories emerge from the data (participant answers) collected.

Data analysis

Open coding implies that the researcher opens the veil and develops concepts through the process of opening the text by displaying the thoughts, meanings and ideas contained therein (Strauss & Corbin, 1998). During the open coding process, the data is deconstructed into parts and tested. Thoughts and ideas are conceptualized based on the similarity of their basic properties and then grouped under more abstract concepts and are termed categories, sub-categories, properties, properties and dimensions (Strauss & Corbin, 1998; Odegard, 2009). Axial coding is the process of reconstructing data that has been exposed during open coding (Strauss & Corbin, 1998). During the axial coding phase, categories are linked to sub-categories to obtain precise explanations regarding symptoms studied (Strauss & Corbin, 1998). The initial structure of the theory emerges when categories are developed and supported through sub-categories, properties, and dimensions. The difference between open coding and axial coding, mainly, is in the efforts to explain and discuss the importance of re-locating data by connecting concepts (axial coding) from categories that have been opened in the open coding process. Selective coding is carried out to start forming a larger theoretical scheme and is focused primarily on theorization. Selective coding is the process of integrating and refining categories around a central concept, creating a central category or main categories for the symptoms studied (Strauss & Corbin, 1998). The central or main category can be defined as the results of the analysis condensed into a few words or terms that explain the research. Researchers explain in detail how the researcher reaches the point of conceptualization so that the research can be followed or continued by other researchers.

Selective coding ensures that the analysis reaches theoretical saturation. Theoretical saturation is a point in the development of a category at which no new properties or relationships emerge in the analysis (Strauss & Corbin, 1998). Researchers follow the context and situation in which research participants and researchers are in so that categories can be organized carefully and carefully into terms that connect them (Strauss & Corbin, 1998).

RESEARCH RESULTS

The research data in the interviews has undergone a coding process. Research participants' answers were processed in three coding stages, namely open coding, axial coding, and selective coding. Processing research data provides a number of results which are presented below:

Open coding

At the open coding stage , researchers analyze research participants' answers and develop concepts through the process of opening interview transcripts by displaying the thoughts, meanings and ideas contained therein. Thoughts, meanings, and ideas are conceptualized based on similarities in their basic properties, and grouped under more abstract concepts and referred to as categories, subcategories , properties , and dimensions .

Axial Coding

At the axial coding stage , the researcher reconstructs the data that has been deconstructed in the open coding process . Prevention of child sexual bullying is linked to its respective subcategories to explain the symptoms studied accurately. Theoretical prepositions and theoretical models begin to form when categories are developed and supported by subcategories, properties and dimensions.

Social Capital Category

The social capital category has structural, relational and cognitive subcategories. The structural subcategory has cooperative and communication properties. Communication properties have the dimensions of attention, concern, respect, news and information. The relational subcategory has the properties of need, regulation, guidance, concern, respect, mutual trust and reciprocity. Regulatory properties have both permit and activity dimensions. The property of attention has an activity dimension. The property of guidance has a patient dimension. The property of reciprocity has the dimensions of duty, understanding and assistance.

The cognitive subcategory has value and information properties. Value properties have dimensions of Tribrata, worship, respect, tolerance, harmony, mutual cooperation. The information property has the dimensions of appeal, pandemic, child sexual abuse, assistance, cooperation, concern and mutual assistance. Research participants explained that cooperation and communication are the structures of social capital they possess. Communication takes place in and shares mutual attention, concern, respect, news and information. Research participants have and maintain social relationships with family members, colleagues, work partners, neighbors, residents and people who need help and social services from them. These social relationships take place and operate in two directions and are reciprocal. They share mutual attention, respect each other, trust each other, care for each other, support each other, understand each other and help each other. Regulations are implemented to guarantee and maintain the smooth and safe implementation of activities. Guidance and encouragement are provided to people or parties who need it. Research participants share values with family members, colleagues, work partners, neighbors, residents and people around them. The values that are shared are Tribrata, worship, honesty, respect, tolerance, harmony, helping, mutual cooperation. At this time, research participants share information regarding government advisories, Covid-19, child sexual abuse, assistance and cooperation to care for and strengthen each other. They share information with family members, colleagues, work partners, neighbors, residents and people around them.

Category for preventing child sexual abuse

The category of preventing child sexual bullying has the subcategories of gender bullying, unwanted sexual attention and sexual coercion. The subcategory of gender bullying has educational, regulatory and caring properties. Educational properties have a sexual dimension. Regulatory properties have administrative, compliance and vigilance dimensions. The property of caring has the dimensions of advice, mutual respect, togetherness and mutual cooperation.

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The subcategory of unwanted sexual attention has educational, religious and regulatory properties. The educational property has dimensions of sex, assertiveness and self-protection. The property of religion has a faith dimension. Regulatory properties have dimensions of supervision, trust, attention, understanding, communication and compassion. The subcategory of sexual coercion has both educational and regulatory properties. Educational properties have sexual and self-protective dimensions. Regulatory properties have dimensions of supervision, direction, trust, care and compassion.

Research participants explained their role in preventing child sexual bullying. They provide sex education to children from an early age using methods that are appropriate to the child's age and cognitive abilities so that the child can understand .

The role in preventing child sexual abuse can be carried out by establishing regulations and complying with these regulations for the benefit, good and safety of all, especially children. Regulations can be enforced by implementing orderly administration. Orderly administration requires all parties to behave carefully and be alert to situations, events and behavior that are not in accordance with and/or violate the regulations.

Compliance with regulations must be complemented by empathy and concern for other people, as well as mutual respect for each other. Other people's difficulties or problems should not be criticized and should not be insulted, but should be helped or given useful advice and input. Togetherness and mutual cooperation are very important to achieve success in maintaining environmental safety, especially for children and preventing child sexual bullying. All parties must respect each other, care for each other, support each other and work together.

Research participants did several things and actions to ward off unwanted sexual attention. Sex education is given to children so that children are brave and firm in rejecting all forms of unwanted sexual attention, and what is more important is that children know, are able and have the courage to protect their bodies from people who intend to sexually abuse them. Instilling religious values and norms in children is very important so that children have guidelines and guidance in behaving and acting both towards themselves and others. Another very important thing is the implementation and enforcement of the rules that have been set for children. Implementation and enforcement of regulations to children is accompanied and complemented by two-way communication; supervising children appropriately and fairly; provide trust, attention, understanding and love to children. This is done so that children trust only their parents and feel safe and comfortable only with their parents.

Research participants stated that sexual coercion against children could be prevented by providing sex education to children. The method of delivering sex education must be appropriate to the child's age and cognitive abilities so that the child can understand it appropriately and correctly. Providing sex education to children aims to make children capable and brave enough to reject all forms of sexual coercion from people they know and/or don't know.

Sexual coercion on children can be prevented by means used to ward off unwanted sexual attention, namely implementing and enforcing the rules that have been set for children. Implementation and enforcement of regulations to children must be accompanied and complemented by two-way communication; supervising children appropriately and fairly; providing trust, attention, aims to make children trust only their parents and feel safe and comfortable only with their parents.

Selective Coding

The results of selective coding are theoretical prepositions and theoretical models for utilizing community social capital to prevent child sexual bullying. The theoretical preposition of utilizing community social capital to ward off child sexual bullying is as follows:

Child sexual abuse is any form of physical or mental or verbal sexual violence, sexual harassment, neglect or negligent treatment, abuse or sexual exploitation experienced by someone under 18 years of age. Utilizing community social capital to prevent child sexual abuse is very important, mandatory, urgent and a necessity. Social capital is the direct and indirect resources that individuals can access through social networks and social support systems among family, friends, co-workers and community members. Social capital is the core of the support system. The support system from and by all stakeholders in preventing child sexual abuse must be in synergy with each other.

According to Yusuf and Fahrudin (2012) there are 2 groups of individuals who are directly involved in bullying incidents, namely the perpetrators of bullying and the victims of bullying. These two groups are the main factors influencing bullying behavior. An individual's personality traits and attitudes may be the cause of bullying behavior.

Bullies

Bullies tend to think that they are always threatened and in danger. The perpetrator of this bullying usually acts to attack before being attacked. Typically, bullies are physically strong with good and developed self-esteem. Bullies also usually consist of groups who try to build or show their group power by harassing and threatening other children or students who are not members of the group. Most of them become bullies as a form of revenge. In this case, the role of being a victim of bullying has changed to being a perpetrator of bullying.

Victim of bullying

A victim of bullying is someone who is the target of various aggressive behaviors. In other words, the victim of bullying is the person being bullied or the target of the bully. Children who are often victims of bullying usually display internal behavioral characteristics such as being passive, sensitive, quiet, weak and will not retaliate if attacked or bullied. In general, children are victims of bullying because they have low self-confidence and self-esteem.

Apart from individual factors, family, peer, environmental, school, media and self-control factors play an important role in shaping bullying behavior. Family background also plays an important role in shaping bullying behavior. Parents who often quarrel or fight tend to produce children who are at risk of becoming more aggressive. Children who receive less love, imperfect upbringing and a lack of positive teachings have the potential to become perpetrators of bullying. Meanwhile, peers play an equally important role in the development and reinforcement of bullying behavior, anti-social attitudes and behavior among children. The presence of peers as observers indirectly helps bullies gain power, popularity and status. In many cases, witnesses or peers who see them generally remain silent and do not want to intervene. Meanwhile, school practices and policies influence student activities, behavior and interactions at school. Feeling safe and valued is the basis for high academic achievement at school. If this is not fulfilled, then students may act to control their environment by carrying out anti-social behavior such as bullying other people. Weak management and supervision of school discipline will result in bullying behavior at school. Meanwhile, media factors contribute to the massive amount of violent behavior that is often broadcast on television and electronic media, which also influences the violent behavior of children and teenagers.

Several factors above appeared in the themes conveyed by respondents. That the factors that can influence the emergence of bullying behavior are due to the feeling of wanting to dominate and take revenge within the perpetrator of the bullying, the low self-confidence of the victim of bullying so that they feel that they deserve to be bullied. A school environment that is not harmonious, family conditions that are not harmonious, there are factors from the media such as broadcasts on television that show a lot of violence so that many people follow the actions shown and low self-control possessed by individuals. The presence of pornographic films, the role of peers, joining in and conforming to friends' behavior, wanting to be recognized, including the ability to self-control and parental supervision. Self-control is very influential on bullying behavior because self-control is the ability to control oneself in order to avoid unwanted behavior. One of the causes of bullying behavior is family factors that are not harmonious, parents who often fight and even show violence in front of their children. children will follow what their parents do, coupled with the lack of love given by parents to their children.

In social capital, the emphasis is more on group and inter-group potential with space for attention to social networks, values, norms and beliefs between people that are born from group members and become group norms (OECD, 2001). Another popular term that is similar to social capital is social support. Social support refers to support from various significant parties towards a person in the form of assistance, such as instrumental (material), informational, affiliate and emotional support (Barker, 2007). Meanwhile, social capital refers to interpersonal relationships that can create value for a person (Coleman, 1988). Social capital in this case refers to a person's activities aimed at developing relationships with other people who have the potential to have a positive influence, actively participating in social functions, and developing friendships with various parties (Feldman & Ng, 2010).

Social capital includes the quality of a single set of social relationships that includes an internal scope, such as family, and an external scope, such as school (teachers and friends) and society. Furthermore, Cox (1995) defines social capital as a series of processes of relationships between people that are supported by networks, norms and social trust that enable efficient and effective coordination and cooperation for mutual benefit. This understanding refers that in social capital there are applicable norms and social trust in the process of relationships between people to bring benefits to each other.

Based on the descriptions above, it can be concluded that social capital is a person's activities aimed at developing relationships with other people who have the potential to have a positive influence, actively participating in social functions, and developing friendships with various parties. The element of social capital lies in the ability of people in an entity or group to work together to build a network to achieve common goals. This cooperation is characterized by a pattern of reciprocal interrelationships that are mutually beneficial and built on trust which is supported by positive and strong social norms and values. This strength will be maximized if it is supported by a proactive spirit in building relationships based on agreed principles.

Social capital is not built by just one individual, but rather lies in the growing tendency within a group to socialize as an important part of its inherent values. Social capital will be strong depending on the capacity that exists within the group to build a number of associations and build its network. Apart from that, social capital is always colored by the tendency to exchange kindnesses between individuals in a group or between groups themselves. This exchange pattern is not something that is carried out in an immediate reciprocal manner as in the buying and selling process, but rather a combination of short and long terms with a nuance of altruism, namely the spirit of helping and prioritizing the interests of others. Individuals with high social capital have the enthusiasm to help others without expecting immediate rewards. The rewards are not expected immediately and without a certain time limit. This is also reflected through a high level of social awareness, helping each other and caring for each other.

A sense of trust encourages a person to want to take risks in social relationships based on a feeling of confidence that others will do something as expected and will always act in a pattern of mutually supportive action, at least others will not act to the detriment of their group. Furthermore, trust is an attitude of trusting each other, uniting with others, and contributing to increasing social capital. Various collective actions based on a high sense of mutual trust will increase participation between individuals in various forms and dimensions, especially in the context of building collective progress. The destruction of mutual trust will invite the presence of various serious social problems. If the sense of mutual trust has disappeared, then what will happen is attitudes that deviate from the applicable values and norms. Therefore, mutual trust is very much needed in social capital.

The existence of social norms will play an important role in controlling the forms of behavior that develop within a person and society. Norms are a set of rules that are expected to be obeyed and followed by members of society in a particular social entity. These norms are usually institutionalized and contain social sanctions that can prevent someone from doing something that deviates from custom. These collective rules are usually not written, but are understood by every member of society and determine the expected patterns of behavior in the context of social relations.

Furthermore, value is something that is considered true and important by members of society, for example the values of harmony, achievement, hard work and competition are examples of values that are very commonly known in society. Values always have ambivalent consequences. The value of harmony, for example, is considered by many parties to be a trigger for beauty and harmony in social relations, but on the other hand it is also believed to be a barrier to competition and productivity. Strong social capital is also largely determined by the configuration created in a community group. If a group places high weight on the values of competence, achievement and honesty, then that group of people tends to develop and progress much more quickly than groups of people who always avoid these things.

The theoretical model of using community social capital to ward off child sexual bullying can be seen in Figure 4.4 Selective coding results - Theoretical model of using community social capital to ward off child sexual bullying.

The stakeholders in preventing child sexual abuse are: Central Government, Ministries, Regional Government, Regional Heads, POLRI, Sub-Departments, School Principals, Teachers, Homeroom Teachers, Counseling Teachers, Heads of RT/RW, Parents, Religious Leaders, Community Leaders, Institutions Community Self-Help and all members/components of society

Community social capital that can be utilized to ward off child sexual bullying is the values and behavior: Mutual respect, mutual respect, mutual trust, mutual care, mutual support, cooperation, mutual assistance, mutual cooperation, harmony, compliance with regulations, togetherness, and mutual support. share information, knowledge and skills.

POLRI members can prevent child sexual abuse in the following ways:

- Eliminates the chance factor.
- Counseling for children and parents, where POLRI collaborates with schools (school principals, homeroom teachers, guidance and counseling teachers, teachers) and parents.
- Carrying out raids on internet cafes intensively, periodically and regularly
- Action and blocking of pornographic sites on various virtual media.

Carrying out continuous outreach to the public that sexual crimes are crimes that are included in criminal acts that can be punished with prison sentences as well as disseminating education regarding acts that are included in sexual crimes

DISCUSSION

a. How is child sexual bullying prevented at this time?

Actions that research participants can and have taken to prevent child sexual bullying are as follows:

Providing sex education to children. Sex education is very important and must be given to children to equip them with knowledge about the parts of their body that must be cared for and looked after by them, as well as ways and skills to care for and look after them. The material and techniques/methods of delivering the material must be adapted to their age, cognitive abilities, biological development, moral development and psychosocial development.

Teach and train children to be able and brave to say NO, dare to refuse and dare to report all forms of child sexual abuse, whether directed at themselves, their friends or other people.

Teach and instill religious values/norms in children so that children have guidelines and guidance to behave well and correctly towards themselves and others.

Implement and enforce the rules that have been set for children. Implementation and enforcement of regulations to children is accompanied and complemented by two-way communication; supervising children appropriately and fairly; provide trust, attention, understanding and love to children. This is done so that children trust only their parents and feel safe and comfortable only with their parents.

b. How can community social capital be used to prevent child sexual bullying?

Community social capital can and must be utilized to prevent child sexual abuse in certain ways as follows:

Maintain and strengthen relationships/interactions between family members, between citizens and between communities by sharing knowledge and skills, respecting each other, appreciating each other, trusting each other, caring for each other, supporting each other, helping each other, looking after each other, mutual cooperation and harmony.

Create and establish rules that apply to all family members, residents and community members to maintain the safety and security of children. Comply with these regulations and other related regulations, as well as remind each other, support each other and help each other.

Require every citizen/community member to comply with the rules set by the RT/RW Chair to the Central Government so that child sexual abuse can be prevented appropriately and effectively. The first example is that every citizen/community member immediately carries out the obligation to report both relatives and other people who visit and stay at their house, and must report cases/problems that occur both in their own family and in the families of their neighbors. The second example is not downloading and not uploading pornographic and sexually violent content on social media.

Social capital can be realized and utilized as an antidote to child sexual abuse, for example by establishing RT/RW Alert to Protect and Love Children throughout Indonesia, which involves the cooperation and contribution of all stakeholders in an appropriate, appropriate and effective manner.

c. The situation and circumstances affected by the Covid-19 pandemic and the implementation of PPKM influenced the research implementation process. The research implementation process experienced the following obstacles and limitations:

Some research participants were unable to participate and be involved in this research until it was completed. Interviews with research participants were conducted virtually. Research participants have many activities that take up their time so that time for interviews is very limited. Validity of data is carried out using 3 (three) steps out of 8 (eight) steps, namely examination interviews by participants (member checking), other data sources from information media and 3rd parties (triangulation), examination by experts (external auditors). Focus group interviews cannot be conducted optimally. The formation of research participants underwent changes, from initially numbering 17 (Seventeen) people to 8 (Eight) people. The research participants were 2 (two) members of the National Police, 2 (two) parents, 2 (two) RT heads, 2 (two) community leaders.

CONCLUSION

Forms of verbal sexual abuse of children are inviting, seducing, insulting and threatening. Non-verbal forms of child sexual abuse include touching, stroking, hugging, forcing and attacking.

Social capital is very important and very necessary to be utilized as an antidote to child sexual bullying. Social capital is a component and core element of the support system. A support system is needed, in synergy with each other and consisting of all stakeholders: Central Government, Ministries, Regional Government, Regional Heads, POLRI, Sub-Departments, School Principals, Teachers, Homeroom Teachers, Guidance Teachers, RT/RW Heads, Parents, Religious Leaders , Community Figures, Non-Governmental Organizations and all members/components of society

POLRI, Schools (Principals, Homeroom Teachers, Counseling Teachers, Teachers), Parents, Religious Leaders and Community Figures have the duty and responsibility to explain to and train children: a) Able to behave and be skilled in behaving alertly to the dangers/threats of sexual bullying child; b) How to ward off and prevent these dangers/threats, by using appropriate methods/techniques of delivery and training according to their age, cognitive abilities, biological development, moral development and psychosocial development.

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