

Education Strategies of The Child Protection Commission to Prevent Child Abuse in Indonesia

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Abstract

This research aims to determine the educational strategies of the commissions for the supervision and protection of children toward preventing child abuse in Indonesia. The research employed qualitative methods, involving 25 officers at the Aceh Child Supervision and Protection Commission (Komite Pengawasan dan Perlindungan Anak Aceh-KPPAA), Provincial Integrated Women and Child Protection Unit (Unit Pelaksanaan Tugas Dinas perlindungan Perempuan dan Anak-UPTD-PPA), Integrated Service Centre for Women and Children Empowerment (Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak - P2TP2A) in Aceh and North Sumatra provinces. The subjects were determined purposively. Data were analyzed through three steps: organizing, summarising, and interpreting. The research results show that KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra provinces have well conducted the tasks and roles of socialization to parents, communities, and schools. Furthermore, these institutions assist children in conflict with the law (Anak Berhadapan dengan Hukum-ABH), facilitate mediation of child custody cases, and provide counseling services to children experiencing violence. Educational strategies to prevent violence against children are conducted through a collaboration between KPPAA, UPTD-PPA, and P2TP2A with schools and madrasas and by educating teachers and parents about child protection. The violence against children and students includes physical and non-physical (psychological) violence. Meanwhile, the factors of violence vary, including parental education, poverty, the influence of media and advanced technology, bad parenting, broken homes, and dating.

Keywords: Education; Strategy, Role, Supervision, Protection

1. Introduction

Children are a mandate from God entrusted to humans who must be protected from acts of violence. Children are the nation's assets and the next generation of Indonesia, guaranteed legal protection, education, and other rights. (Eleanora & Sari, 2019; Lestari, 2018). Under President Joko Widodo's 2019-2024 regime, the Indonesian government pays great attention

to child protection, which has become an agenda in the president's priority program. It can be seen from the Minister of Home Affairs circular letter No. 460/812/SJ on planning and handling the prevention of violence against women and children. This circular letter is addressed to regents and mayors to prioritize violence against children prevention programs allocated in the change of the Regional Revenue and Expenditure Budget (APBD).

The Indonesian Child Protection Commission (KPAI) has performed its duties following its functions and authorities in preventing child abuse in Indonesia (Maspul & Amalia, 2021). However, Indonesia still records a sharp rise in child abuse cases. Especially in the provinces of Aceh and North Sumatra, the case increased in the last five years. Children's problems are complex, such as threats, and various forms of socioeconomic, cultural, and psychological depression. These factors significantly affect the development of a child's behavior patterns and mental-emotional maturity (Djusfi, 2019).

Violence against children is increasing in quality and quantity, as reported by the central KPAI data in 2019. The breakdown of case data based on child protection clusters are as follows: social and children in emergencies 930 (4.2%), family and alternative care 4294 (19.4%), religion and culture 958 (4.3%), civil rights and participation 409 (1.8%), health and drugs 1881 (8.5%), education 2435 (11%), pornography and cybercrime 1709 (7.7%), children in conflict with the law (ABH) 7698 (34.8%), trafficking and exploitation 1306 (5.9%), and others 489 (2.2%) (KPAI, 2019).

In North Sumatra, the case has increased in the last four years. The number of cases in 2019 was 997 and increased by 50% in 2020 to 1013. Of the cases, 764 (70%) affected girls, and 249 (25%) were boys. Data from the North Sumatra Integrated Service Centre for Women and Children Empowerment (P2TP2A) in 2021 also shows similar information.

Specifically, in Banda Aceh; there were 18 child abuse cases in 2018, 20 crimes against minors in 2019; and six cases of violence against children in 2020 (Mas, 2020). Furthermore, Aceh had 1044 cases of violence against children and women in 2019 (Nashrullah, 2020). This data proves that various factors cause high violence against children in Aceh. Parental education is one of the factors leading to child abuse cases. Generally, uneducated parents tend to commit violence against children. Therefore, KPPA and the Regional Indonesian Child Protection Commission (KPAD) in Aceh and North Sumatra should ideally play an optimal role in educating parents and the public as a strategy to prevent violence. Cases of violence against children in Indonesia occur due to the ineffective role of KPPA. Ideally, optimizing the role of KPPA can prevent physical and non-physical violence against children.

2. Literature Review

2.1. *The Indonesian Child Protection Commission (KPAI)*

KPAI is an independent institution established under the provisions of Law No. 23/2002 on Child Protection. Article 76 explains that KPAI has the following roles and duties:

- a. Supervising the implementation of protection and fulfillment of children's rights.
- b. Providing feedback and proposals in the formulation of policies on the implementation of children's protection.
- c. Collecting data and information on children's protection.
- d. Receiving and reviewing public complaints regarding violations of children's rights.
- e. Mediating disputes over children's rights violations.
- f. Cooperating with children protection organizations established by the community.

- g. Reporting to the authorities on any alleged violation of this Law.

One of the crucial roles of KPAI is to protect children from physical, emotional, and sexual violence. Violence against children is caused by several factors: (1) poverty in the community, (2) lack of knowledge and awareness of children's rights, (3) parents' educational background, and (4) lack of supervision from the government or authorized institutions. Generally, children victims of violence tend to close themselves off, become frightened, and surrender to fight back.

Society has an incorrect thinking paradigm that considers violence against children a regular habit of society and an internal family issue. So, it is not appropriate to be exposed because it becomes a family disgrace unless the child experiences severe physical, psychological, or sexual violence (Sahrul Karim, 2022).

In addition, society also believes that parents have the right to treat children arbitrarily in the name of education, culture, and ethics; past grudges, hopes, obsessions, or making children better and obedient also contribute to children's abuse. Furthermore, a lack of religious understanding and limited education are some factors causing violence against children (Evi Widowati, 2019). Therefore, the role of KPAI is vital to enlighten the community, parents, and schools in protecting children's rights.

2.2. *Child Abuse Prevention Strategies*

KPAI, under its roles and duties, has made efforts to prevent violence through anticipatory, curative, and responsive actions (Aprilianda, 2017). Furthermore, KPAI uses the following three strategies to prevent violence against children:

- 1) Optimizing the *Rumah Peran SI-PAI* (House of Protection-Indonesian Child Protection System), an institution under KPAI engaged in community advocacy and counseling (Tanaka 2016).
- 2) Conducting socialization activities for the community, parents, and schools to prevent violence against children (Sandarwati, 2014).
- 3) Providing protection education for children. This program is conducted to provide Indonesian children with an understanding of violence by instilling the value of safety, providing information to children about types of violence, understanding the situation around the child, assessing safe and unsafe places, being aware of unknown people around them, recognizing and being aware of early danger signs, and how to seek self-rescue measures. This program should also be organized in the school environment (Untari, S., 2021).

2.3. *Different forms of Child Abuse*

Based on the provisions of Law Number 35 of 2014 concerning child protection, violence is any act against a child that results in physical, psychological, sexual, and neglect, including threats to commit acts, coercion, or unlawful deprivation of liberty. Violence against children takes various forms, including physical, psychological, sexual, and emotional violence. Many cases, such as neglect or exploitation, vulnerability to disasters, ABH, occur today (Primasari et al., 2018). The various forms of cases of violence against Indonesian children require the leading role of KPAI.

2.4. *KPAI's Obstacles in Preventing Child Abuse*

KPAI has continuously tried to prevent violence against children (Djanggih et al., 2018). However, to date, violence against children keeps increasing yearly (Hasanah & Raharjo, 2016). These facts indicate that KPAI has some obstacles in preventing child abuse,

including:

- 1) Lack of public awareness and concern to report child abuse cases to the authorities.
- 2) Parents' lack of knowledge and awareness about child protection.
- 3) Many cases of child abuse are not reported.
- 4) Limited budget for KPAI to conduct its activities.

These obstacles impact optimizing the implementation of the roles and duties of KPAI and the Integrated Service Center for Women and Children Empowerment (P2TP2A) in districts and cities in Indonesia. Furthermore, the lack of operational funds for KPAI and P2TP2A institutions is also an obstacle to preventing violence against children (Rahmad, 2020). To sum up, those are several obstacles experiencing by KPAI in dealing with and preventing the violence against children in Indonesia.

3. Methodology

3.1. *Methods and Location of the Research*

This research employed a qualitative method. It is based on the postpositivism philosophy, used to research natural object conditions and researchers act as crucial instruments. The sampling was done purposively, and data collection was done by a triangulation technique. Meanwhile, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2016). This research was conducted in two provinces, North Sumatra and Aceh, located in three districts and cities: Banda Aceh, North Aceh, and P2TP2A Benar Meriah.

3.2. *Research Subject*

The subjects of this research were 25 people, consisting of two commissioners of Aceh Child Supervision and Protection Commission (KPPAA), six representing the Provincial Integrated Women and Child Protection Unit (UPTD-PPA) Aceh province, nine from P2TP2A North Aceh District, three from P2TP2A Benar Meriah District, and five from P2TP2A North Sumatra Province, Indonesia. The subjects were selected purposively (Arikunto, 2003) based on specific considerations, and the subjects are those who understand the conditions in the field so that they can provide appropriate data for this research.

3.3. *Data Collection and Analysis Techniques*

Interviews were conducted with the heads and members of KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra, to collect data related to the role and educational strategies, factors, and obstacles of these institutions towards preventing child abuse in Indonesia. Documentation data were a record of events at the research location in text and images. While data analysis was carried out through three steps: organizing, summarizing, and interpreting.

4. Result and Discussion

4.1. *Result*

The Indonesian government has seriously focused on preventing child abuse by optimizing the role of KPPAA and P2TP2A. Research data shows that these two institutions have carried out their roles and duties optimally by conducting various programs and socialization activities to prevent violence against children in Indonesia. However, cases of violence against children are still found even increase.

KPPAA and P2TP2A have also played an active role in providing assistance and advocacy to children who experienced violence to restore the psychological aspects and eliminate trauma. The assistance provided includes counseling services, child mental strengthening programs, and assistance for ABH.

Another finding related to the educational strategy carried out by KPPAA is to collaborate with schools in socializing child abuse prevention measures during the teachings and implement a humanist education process. Furthermore, KPPA also provides insight to parents and the community to take full responsibility for children's education and prevent violence against children in the family.

Factors influencing violence against children based on data from KPPAA and P2TP2A in Indonesia are varied, such as uneducated parents, economy, poverty, media, especially android phones, poor parenting, and broken homes. Meanwhile, the violence experienced by children includes physical violence, psychological violence, sexual violence, human trafficking, and neglect. Such acts of violence negatively impact children's education and future. Therefore, KPPAA and P2TP2A have made preventive efforts to prevent violence against children in Indonesia's families, community environment, and educational institutions.

4.2. Discussion

Further discussion concerning this study results are presented in the following subsections.

4.2.1. KPPAA's Role in Education for the Prevention of Child Abuse in Indonesia

Children are a precious gift from God, and their rights must be fulfilled, including supervision, protection, and education from parents and the state (Anggraini et al., 2018). Fulfillment of children's rights in the family is the responsibility of parents.

As the future generation of families, communities, and nations, children are entitled to rights supervision, protection, and education to become a generation with quality resources. Therefore, the participation of all elements, including family (Browne & Jackson, 2010), community, educational institutions, and KPPA, is crucial to realize a quality, intelligent, and creative generation of the nation and can contribute positively to religion and the nation in the future.

Education must support establishing a quality generation. Therefore, education is a child's right that must be fulfilled so that Indonesian children can develop into a faithful, noble, and democratic generation and society in Indonesia. It is in line with the objectives of national education set out in Law Number 20 of 2003, Chapter II Article 3. National education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In addition, as a manifestation of government consistency in paying attention to the supervision, protection, and rights of Indonesian children, the Indonesian government authorizes the KPPA as an independent institution that has the duty and role in supervision and protection as stipulated in Law 35 of 2014 concerning amendments to Law No. 23 of 2002 on child protection. This law emphasizes that children's rights are human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, and the state, including government and local governments.

The research data shows that KPPAA, UPTD-PPA, and P2TP2A in North Sumatra Province and Aceh have carried out their roles professionally and actively in conducting socialization, supervision, and protection activities to end various acts of violence against children. As seen in the following table 1, there are five leading roles performed by KPPAA, UPTD-PPA, and P2TP2A.

Table 1. *Role of KPPAA, UPTD-PPA, and P2TP2A*

Role of KPPAA, UPTD-PPA, and P2TP2A	Description
Socializing	1. KPPAA, UPTD-PPA, and P2TP2A play a role in socializing child protection and supervision to the community and parents. KPPAA, UPTD-PPA, and P2TP2A socialize in educational institutions, including schools and madrasas (Islamic schools), to prevent violence and protect students. Socialization is also conducted in Dayah (a traditional Islamic school in Aceh), community leadership, and local governments. Socialization is conducted through workshops, seminars, and the web or online based so all levels of society can access the information.
Supervising	1. KPPAA has performed its supervisory role optimally, although not all cases can be handled due to the vast geography of Aceh province, Indonesia. The UPTD-PPA/P2TP2A of Aceh and North Sumatra have effectively performed their supervisory roles.
Advocating	1. Advocacy assistance is provided to ABH.
Mediating	1. Mediation activities to resolve violence cases are carried out to provide a sense of security to children. So far, more mediation has been conducted in cases of child custody battles.
Counseling	1. UPTD-PPA and P2TP2A of Aceh and North Sumatra actively conduct counseling for child victims of violence and sexual abuse.

The role of child protection and supervision, as carried out by KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra, is a form of commitment to support government programs in protecting the rights of Indonesian children.

1.2.2. KPPA Education Strategies for Child Abuse Prevention in Indonesia

KPPAA, UPTD-PPA, and P2TP2A of Aceh and North Sumatra provinces in Indonesia have worked with all components and communities to supervise and protect children. One of the educational strategies is to build practical cooperation with various government agencies, such as the education office, social office, health office, community, and institutions engaged in the children's field in Indonesia. In addition, they also use a community-based education strategy through cooperation so that all elements can participate in preventing violence against children.

This cooperation has positive implications for the community's paradigm of thinking so that they are more responsible and wiser in treating and fulfilling children's rights, including the right to education, which is considered less important.

KPPAA, UPTD-PPA, and P2TP2A of Aceh and North Sumatra provinces have involved all elements of government and society to formulate policies that protect children's

rights because they are the nation's generation that deserves to be successful in the future. Table 2 presents four educational strategies implemented to protect and monitor children's rights.

Table 2. *KPPAA, UPTD-PPA, and P2TP2A Education Strategies*

Education Strategies	Description
Cooperation with educational institutions	KPPAA, UPTD-PPA, and P2TP2A of Aceh and North Sumatra provinces cooperate with educational institutions such as schools and madrasas to protect and supervise students' rights as a strategy to prevent violence in schools and madrasas.
Community-based child abuse prevention strategies	KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra provinces conducted socialization of community-based violence prevention by involving the community and leaders to play an active role in preventing violence against children.
Provide parenting information on child protection	KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra provinces actively educate parents and communities on various occasions, such as during socialization activities. This strategy aims to shape public insights about protection and education methods for children.
Supervision of children's use of social media during the learning process	KPPAA, UPTD-PPA, and P2TP2A of Aceh and North Sumatra provinces have been actively urging the community, parents, and teachers to supervise children to be wiser in using mobile phones and technology media.

These educational strategies increase the attention of the community, parents, and school and madrasah educational institutions to prevent child abuse. In addition, parents can educate their children to avoid violence (Khosianah, 2019). The educational strategies have positively changed how parents and communities view their responsibility to protect children from violence, including preventing violence against students in schools and madrasas in Indonesia.

1.2.3. Factors Causing Child Abuse in Indonesia

So far, violence against children and students has occurred in the provinces of Aceh and North Sumatra due to internal and external factors (Ilyasa, 2021). Internal factors come from the individual children. Meanwhile, external factors include media influence, parenting, school characteristics and background, peers, and environmental pressure (Pereda & Díaz-Faes, 2020).

Based on the research data, violence against children and students in families and school educational institutions is caused by multiple factors. In addition, sexual violence is commonly caused by bad influences from the internet, such as pornographic content that trigger sexual violence, sexual harassment, and rape. Therefore, parents must supervise and monitor the children to be wiser in using cell phones and internet access.

The multiple factors of violence against children based on data from KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra provinces in 2022 are as follows:

- (1) Parents with inadequate educational backgrounds usually pay less attention to their children's education, leading to the potential for violence.

- (2) The low economic status of the community means that parents do not have time to give full attention to their children, so they are easily approached and influenced by strangers, especially with the lure of money.
- (3) Poverty causes people under challenging circumstances to work as laborers in rice fields, coffee farms, and markets and have no time to interact with their children.
- (4) Many children and students already have sophisticated cell phones. They can access various sites that can damage children's morals and play games that freely contain gambling elements, which can trigger violence or sexual harassment.
- (5) Lack of parental supervision of children can lead to violence.
- (6) Inappropriate parenting can lead to child abuse.
- (7) Broken homes lead to child abuse and even child neglect.
- (8) Supporting factor from village officials. Some village officials do not support villagers reporting child abuse to the authorities, such as KPAI and P2TP2, because it is considered a disgrace to the village, as happened in one village in the North Aceh district.
- (9) People do not report because they are embarrassed if the case is revealed to the public, especially when the perpetrators of sexual violence or abuse are their parents and closest people.
- (10) Natural disaster and conflict factors. Several cases occurred during natural disasters and conflicts in Aceh, where violence and sexual harassment were not handled because people focused more on resolving natural disasters and conflicts. For example, in one case of sexual abuse in a village, in North Aceh, a grandfather raped his four grandchildren (data from P2TP2A North Aceh, Indonesia in 2022).
- (11) ***Some Resam gampong*** (local policies) do not support the rights of women and children. The sample cases: a nonmarital pregnant woman was expelled from the village to maintain the sanctity of the village. This policy is undoubtedly burdensome for pregnant women and will negatively impact the children born. Another example is the expulsion of a pregnant woman out of wedlock who had just given birth for three days. P2TP2A North Aceh worked with the police in this case and explained to the community and village officials that eviction is inappropriate behavior.
- (12) Child sexual abuse and violence also occur due to opportunity. Children can be influenced by strangers when they are away from parental supervision.
- (13) Sexual harassment can occur due to dating factors. For this reason, parents should ideally provide opportunities for their children to interact and communicate with their kids.

Perpetrators of child abuse are generally the people closest to the victim (Yanto et al., 2020). They can be parents, uncles, aunts, friends, and teachers at school. Parents who do not have good parenting knowledge and are not emotionally stable tend to commit violence against children.

1.2.4. Types of Child Abuse Cases

So far, KPPAA, UPTD-PPA, and P2TP2A in the provinces of Aceh and North Sumatra, Indonesia, have dealt with many cases of violence against children, including physical violence, sexual abuse, and non-physical violence. The data from the UPTD-PPA or P2TP2A reported the violence cases handled so far are numerous and varied, such as physical violence, non-physical (psychological violence), neglect of children (fathers not providing a living and educational costs, intercourse, ABH, and sexual abuse of children. Table 3 shows the data on violence against children from UPT-P2TP2A North Sumatra (January 2020 to May 2022).

Table 3. *Data on Cases of Violence Against Children in North Sumatra Province from January 2020 to May 2022*

	Type	The year 2020	Year 20 21	The year 2022 (January-May)
1	Physical violence	21	23	11
2	Psychological violence	8	3	2
3	Sexual assault	35	29	16
4	Human trafficking	4	5	1
5	Domestic violence	27	42	14
6	Children interaction	35	33	6
7	Discrimination against children	10	16	0
	Number of Cases	140	151	50
	Services			
1	Legal assistance	230	225	38
2	Complaint service	143	148	48
3	Rehabilitation	6	4	0
4	Health Services	38	37	0
5	Reintegration	8	45	0
6	Mediation	201	131	20
	Number of Services	626	590	106

Source: Document of UPT-P2TP2A, North Sumatra, Indonesia 2022

Furthermore, table 4 displays data on case types of violence against children in the last three years, obtained from the UPTD-PPA of the province of Aceh, Indonesia.

Table 4. *Types of Violence Against Children in Aceh Province*

	Forms of Violence Against Children	Year 2020	Year 2021	Year 2022
1	Psychological violence	134	143	19
2	Physical violence	86	108	14
3	Sexual assault	159	131	15
4	Incest	4	8	0
5	sodomy	16	4	0
6	Human trafficking	1	1	0
7	Abandonment	71	81	2
8	Economic Exploitation	0	0	1
9	Sexual Exploitation	0	1	0
10	Domestic violence	61	136	14
11	Rape	87	100	13
12	ABH	33	33	2
13	Others	19	70	1
	Total	671	816	81

Source: Documents of UPTD-PPA Aceh Province, April 2022.

The data is a recap of cases conducted by the UPTD-PPA in Aceh province from 2020 to January 2022. The number of cases of violence against children in Aceh province is certainly a warning for the community and parents to provide protection and supervision in preventing violence against children. In addition, it is essential to strengthening educational support and Islamic religious education for children to have a broad knowledge of violence prevention. Islamic religious education is the key to preventing violence (Tambak, 2021).

1.2.5. *The Impact of Violence on Child Education*

Violence against children, both physical and non-physical, negatively impact children's education. Students who experience violence have difficulty focusing on the learning process. Physical violence against children can be seen directly in the physical condition of children in the form of minor and severe physical injuries. Children who receive physical violence experience pain, so they cannot effectively participate in the education process (Muhsin et al., 2021). Children also tend to withdraw, close themselves off, and have difficulty interacting with friends.

Violence against children affects not only physical disability but also psychological

aspects of children (Leff et al., 2001). This psychological impact is more impactful for students because the healing process takes more time, which will directly harm the child's educational success.

- (1) The following outlines the negative impacts of violence on children's education:
- (2) Children are difficult to focus on in the learning process
- (3) Children's educational interaction is disrupted in the learning process due to unstable emotions influenced by physical and non-physical violence experienced.
- (4) Children are emotionally unstable in the learning process.
- (5) Children are unable to socialize with friends at school.
- (6) Children have the potential to withdraw and close themselves off from friends at school and choose to be alone.
- (7) Children's learning achievement will decrease due to difficulty concentrating on the learning process.
- (8) The most severe impact is that children no longer want to go to school and eventually drop out.

The impact of violence on children is numerous, as shown by the research data. Child abuse's most severe negative impact is on psychological and mental disorders. These disorders are not directly visible, so they must be given healing assistance and handled by psychologists (Dendape., 2019). It is necessary to provide maximum prevention efforts and appropriate treatment for children who suffer violence, so they can effectively engage in the education process.

2. Conclusion

KPPAA, UPTD-PPA, and P2TP2A in Aceh and North Sumatra, Indonesia, have effectively carried out their duties and roles under Law 35 of 2014 concerning Amendments to Law No. 23 of 2002 concerning Child Protection. The active role of these institutions contributes positively to preventing violence against children. The research results showed that KPPAA, UPTD-PPA, and P2TP2A carry out five educational roles to provide supervision, protection, and prevention of violence against children, namely: (1) socialization to parents, communities, schools, madrasah, and dayah (specifically in Aceh), community leaders, local governments, and including village governments, (2) KPPAA, UPTD-PPA, and P2TP2A have carried out the role of supervision optimally, (3) Assistance for ABH to provide justice for children and protect children's rights, (4) Mediation of child custody cases and other cases involving children, and (5) counseling conducted by experts for children who are traumatized by acts of violence.

The educational strategies conducted by KPPAA, UPTD-PPA, and P2TP2A on the prevention of child violence in Aceh and North Sumatra, namely; (1) Cooperating with the educational Institutions, (2) Preventing violence through community-based activities, (3) Providing education to parents and the community on how to guide and protect children, and (4) Urging the parents for strictly monitoring the use of social media and technology for children.

The factors that cause violence against children in Indonesia vary, including parental education, economy, poverty, social media and technology, lack of parental supervision, parenting, broken home, dating, and opportunity factors.

The violence that often occur against children include physical and non-physical

(psychological) violence, sexual harassment, incest, sodomy, trafficking, neglect, economic exploitation, sexual exploitation, domestic violence, rape, and ABH. The UPTD-PPA Aceh data in 2021 shows that there were 816 cases of child violence, and in April 2022, there were 81 cases of violence. Meanwhile, in North Sumatra Province, the data from the UPTD-P2TP2A in 2021 reported 151 cases of violence against children and 50 cases against children from January to May 9, 2022. The violence has negatively impacted children's education, so they do not want to interact or attend school due to trauma.

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