



PARENTAL SUPPORT IN PREVENTING ONLINE SEXUAL VIOLENCE IN CHILDREN WITH INTELLECTUAL DISABILITIES

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ABSTRACT

Online-based sexual violence on the internet through the use of social media is increasingly widespread and rapid in society and is a threat to children, especially children with special needs or intellectual disabilities due to limited intellectual functions which affect adaptive behavior, social, conceptual and practical skills in everyday life. So they need parental support to prevent this from happening. Objective : The purpose of this study is to analyze the relationship between parental support in preventing online sexual violence in children with intellectual disabilities. Method: This research uses a descriptive phenomenological approach which is qualitative research. The total research sample was 7 participants using purposive sampling. The research instrument is the researcher as the instrument who will interview participants in depth (in depth interview) which requires the researcher to interact directly with the data source, in other words the researcher must really know who the participants are in 4 meetings. Data was analyzed using thematic analysis. Results: The main findings are 3 themes, namely 1) Parents' knowledge about online sexual violence is not yet optimal, 2) unclear limits or rules for how long cell phones can be used to access social media or games and social media used by children with intellectual disabilities in interacting and 3) Parents do not always accompany their children to use cellphones or use social media. Conclusion: There is a need for parental support in providing optimal online sexual violence information, providing time to always accompany children using cellphones or social media and implementing consistent time limits in preventing sexual violence in children with intellectual disabilities.

Keywords: disabled children; parental support; online sexual violence

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INTRODUCTION

Based on Permendikbud No. 30 of 2021, sexual violence is a form of degrading, attacking, and insulting a person's reproductive function, due to inequality of power or gender resulting in losses to the victim both physically and psychologically so that it directly disrupts a person's education process (Permendikbudristek Number 30, 2021). Various types of sexual violence are sexual behavior including nonverbal sexual harassment, such as stalking, exhibitionism, making sexual gestures and verbal sexual harassment (Gekoski et al., 2017). Meanwhile, online child sexual abuse (OCSA) is known as online child sexual abuse which includes various acts of online child sexual exploitation, such as having sexual conversations or communications, distributing sexual videos and images, and preparing victims for offline abuse (Ali, et al., 2023; Lusky, et al., 2024)

Online sexual violence is vulnerable to children with intellectual disabilities because they have significant limitations in intellectual function and adaptive behavior, social, conceptual, and practical skills in everyday life (American Association on Intellectual and Developmental Disabilities, 2023). This incident occurs because individuals with disabilities do not have sufficient knowledge and adequate skills in recognizing and knowing how to protect themselves from the threat of sexual violence (Warraitch, et al., 2021)Based on data from the

World Health Organization, around 15% of the world's population are people with disabilities or more than 1 billion people. So, it can be said that it is the largest minority group in the world. In 2020, the European Police Service reported that it had more than 2.7 million images and videos related to Child Sexual Abuse. In Israel, among 32% of online sexual offence cases from 2016 to 2021, at least one victim was a minor, and 47% of the 1216 investigation files opened during the period were for victims aged 12–14. The 2021 Hotline 105 annual report showed that 11,771 incidents were reported and handled on the Hotline, 22% of which were for Online Child Sexual Abuse (OCSA) with WhatsApp (23%) and Instagram (20%) being the main online sites involved. Recent research suggests a more complex reality, revealing that a significant amount of online violence is perpetrated by acquaintances and peers (Lusky, et al., 2024; Finkelhor et al., 2023; Gewirtz-Meydan & Finkelhor, 2020). Based on data from the Online Information System for the Protection of Women and Children (SIMFONI PPA), children with disabilities are 2 times more vulnerable to sexual violence. There have been 987 cases of violence against children with disabilities experienced by 264 boys and 764 girls, the highest number of victims being sexual violence, namely 591 victims throughout 2021 (Dinda S, 2022). Data from the Central Statistics Agency (BPS) in the Indonesian Child Profile in 2020, there were around 0.79 percent or 650 thousand children with disabilities out of 84.4 million Indonesian children. As of March 30, 2021, it was known that 110 children with disabilities out of a total of 1,355 child victims experienced violence from the Online Information System for the Protection of Women and Children (Yusuf K, et al., 2023). Based on the report of the Integrated Service Center for the Empowerment of Women and Children (P2TP2A), the number of cases of sexual violence against children in 2017 was 21 cases, 2018; 28 cases, 2019; 85 cases, 2020; 60 cases, 2021: 90 cases, and 2022; 38 cases (Siwalima, 2022)

Factors that cause people with disabilities to be vulnerable to becoming victims of sexual violence are individual factors due to their disabilities, inability to avoid, limited mobility and access to sexual education while environmental factors include stigma and discrimination and lack of social support (Azhar JK, 2023). Supported by Lusky, et al (2024) Factors that influence the incidence of online sexual violence against children with intellectual disabilities are related to the characteristics and traits of their disabilities; family which refers to the complexity of the family, parenting challenges and socio-economic position; and relational which refers to the abusive online relationship between the perpetrator and the victim. Other factors that cause sexual violence against children with disabilities are internal factors, namely lack of attention from the family and external factors, namely lack of morals from society. Sexual violence prevention programs require collaboration and support from stakeholders to achieve large-scale prevention including decision makers, professionals in the field and also families (Miele C, et al., 2023). The impacts received by women with disabilities as victims of sexual violence include physical and psychological trauma, shame and stigma, difficulty in relating to others, social isolation and ongoing insecurity and worry and allowing victims to end their lives (Emily, et., 2021). Based on the background description above, the purpose of analyzing parental support in preventing online sexual violence that occurs in children with intellectual disabilities.

METHOD

This study uses a qualitative method with a descriptive phenomenological approach with an emphasis on describing the meaning of a person's experience. The study population is families with children with intellectual disabilities. A sample of 7 parents who meet the inclusion criteria: a) families with children with intellectual disabilities b) families of children with intellectual disabilities who are willing to be respondents c) families who are able to

communicate d) families with children with intellectual disabilities who use cellphones and social media. The research instrument is the researcher herself using in-depth interviews with exploration techniques and semi-structured interviews with open and in-depth questions using interview guides derived from topic development. The researcher conducted 4 interviews, where the first meeting was an introduction to establish a relationship of mutual trust and make a contract for the second meeting, the second meeting was an interview and made a contract for the third meeting, the third meeting was to clarify the interview results in verbatim form, and the fourth meeting was to ask for unclear data.

The research location is at SLB Negeri Batu Merah Ambon. Data Collection Techniques include: 1) Preparation stage before the researcher goes to the field for research that needs to be prepared, including: a. Taking care of the research application letter from STIKes RS.DR.J.A Latumeten and the research ethics letter at STIKes Surya Global Yogyakarta b. The researcher makes an interview guide covering the participants' experiences in assisting children with intellectual disabilities in using online media/cell phones. 2) Implementation stage: a. The researcher meets prospective participants and explains the purpose and benefits of the research, then provides informed consent. If the prospective participant agrees to be a respondent in the research, the researcher asks the respondent to sign the informed consent sheet. b. The researcher selects participants using the purposive sampling method and 3). Final Stage After all data and observation results have been collected completely, an analysis can be carried out in descriptive form. Data was analyzed using thematic analysis. This research has received Ethics approval from the Ethics Commission of Surya Global Health College Yogyakarta, on 09/28/2024, with registration number: with no: 3 28/KEPKSSG/IX/2024.

RESULT

Table 1.
Respondent characteristics (n= 7)

Respondent characteristics	Category	f	%
Age	21-30 years old	2	29
	31-40 years old	4	57
	41-50 years old	1	14
Gender	Female	7	100
	Male	0	0
Last Education	Senior High School	4	57
	DIII	1	14
	S1	2	29

Based on the table of informant characteristics above, the researcher obtained data that the age range of the most research informants was 31-40 years as many as 4 people (57%). The overall gender of the informants was female, totaling 7 people (100%), The highest level of education was high school, 4 people (57%)

Interview Findings

The results of this qualitative study are explained in 3 themes, namely the parents' suboptimal knowledge of online-based sexual violence, the unclear limits or rules for the duration of cellphone use in accessing social media or games and social media used by children with intellectual disabilities in interacting and parents do not always accompany their children using cellphones in preventing online sexual violence.

Parents' suboptimal knowledge of online-based sexual violence, this can be seen from the parents' statements:

"What's on Facebook, there are scenes that make children curious (children's curiosity) and sometimes also from links".

"Sexual violence is the one who is bullied like that, so they are bullied like that?"

"Most of the content they display is on YouTube, most of the TikToks are on YouTube, some appear on the homepage, some appear on the news".

The unclear limits or rules for the duration of cellphone use or accessing social media or games.

"If he wants, borrow his mother's cellphone for a while"

"Only 2 hours"

"There are no rules or limits, usually use it for about 3 hours"

"The duration of cellphone use is not enough for 1 hour, I don't use limits, if he wants to watch prayers, just take it, I never use this limit, never"

Parents do not always accompany their children using cellphones in preventing online sexual violence.

"Not really, if accompanied directly, no, but after he watches, usually check his cellphone history, his viewing history, oh his search history"

"Yes, sometimes not if his parents are busy working, so sometimes accompanied, sometimes not"

"If his mother is not busy, he sits next to his mother, so he sits next to his mother."

"No..Never accompanied because he watches too much YouTube"

"No, sometimes if from the beginning see the situation, the toys on the cellphone that he watches YouTube.

DISCUSSION

Age

The age range of the most research informants was 31-40 years. The results of this study indicate that most informants are in adulthood with a good level of emotional maturity to provide education on preventing sexual violence against disabilities. This is also supported by research from the American Psychological Association in 2018 which stated that adults have more stable emotional maturity to maintain their well-being compared to those under their age (Isaacowitz, 2018).

Gender

Based on the results of the study, the gender of the respondents in the study was all female (Mother). Mother is a dominant figure who has an influence in accompanying children using cellphones or social media (Oktavianti, 2023). Mother is the closest figure to the child and has many important roles, namely as a caregiver, educator in teaching about religious beliefs, manners and norms, physical and mental, intellectual, and psychological so that a good personality is formed in the child so that the mother is someone who is close to her child, The closeness of parents (mothers) to children provides indirect benefits, as expressed by Rodgers if the level of closeness between parents and children is not high, then children tend to perceive the monitoring carried out by parents as a disturbance but if there is mutual trust between children and parents, then the monitoring carried out by parents is interpreted as a form of attention (Marece, et al., 2021)

Type of Education

Characteristics based on the last education, namely high school-bachelor's degree with the highest level of education of respondents being high school. A high level of education helps parents to support providing information in preventing online-based sexual violence. One of these factors can hinder communication between parents and children in preventing sexual violence against children with intellectual disabilities. Supported by the results of research by Purnamasari & Herfanda (2019) The higher the level of education of parents, the broader the knowledge of parents in communicating with children to prevent sexual violence in early childhood and provide understanding or introduce children to sexual education.

Parents' knowledge about online-based sexual violence is not optimal.

From the results of the interview, it can be seen that there is still a lack of parents' knowledge about online-based sexual violence. This can be seen from the statements of parents who only mention that sexual violence is content or scenes on the Facebook or YouTube homepage, some parents even say that online sexual violence is bullying. This statement is not fully in line with the definition of online sexual violence or (online child sexual abuse / OCSA) which is known as online child sexual abuse includes various acts of online child sexual exploitation, such as having sexual conversations or communications, distributing sexual videos and images and preparing victims for offline abuse (Ali, et al., 2023; Lusky, et al., 2024) According to SAFEnet (Southeast Asia Freedom of Expression Network) an organization that fights for digital rights in Southeast Asia, reported to the National Commission on Violence Against Women that throughout 2017, there were at least eight forms of online gender-based violence, namely approaches to deceive (cyber grooming), online harassment (cyber harassment), hacking, illegal content (illegal content), violation of privacy (infringement of privacy), threats to distribute personal photos/videos (malicious distribution), defamation (online defamation), and online recruitment (Kusuma, et al., 2019; Hayati, 2021). Parents need to optimize knowledge related to preventing sexual violence so that they can accompany their children in providing knowledge and protecting their children. In accordance with Kelrey's research, children need to receive reproductive health education to increase their knowledge and prevent them from sexual violence (Kelrey, et al., 2022)

Unclear limits or rules for the duration of cellphone use or accessing social media or games.

Based on the results of the study, it was shown that there are no clear limits or rules regarding the duration of cellphone use or access to social media by children with intellectual disabilities. According to the Ministry of Health, the time limit given is 1 to 2 hours after completing schoolwork. If social media is accessed via a computer device, place it in a location that is easily observed by parents. Another thing that needs to be considered is that parents explain how to use it, apply a minimum age for cellphone or social media use of 13 years, pay attention to children's activities on social media if there are sentences, images or videos that are not good, immediately report to parents (Ministry of Health, 2021). According to Widuri, the age category and time of internet and gadget use based on the child's age, namely: Age 0 - 1.5 years: avoid gadgets, except for video calls with closest relatives; Age 1.5 - 2 years: only high-quality and educational programs, and there is assistance; Age 2 - 5 years: 1 hour per day with assistance; Age 6 and above: set consistent time limits and types of media used. The balance between physical activity and gadget use must be maintained. As for the use of social media, citing common sense media, namely Facebook 13 years, Instagram 13 years, Youtube 13 years, and Twitter 15 years (Kominfo, 2019). Based on research conducted by Heitplatz et al. (2021) shows that people with intellectual disabilities view mobile phones (smartphones) as opening up greater opportunities and chances. Communication via instant

messaging WhatsApp and Facebook, for example, connects them to the outside world. However, they realize that at the same time mobile phones and the internet bring various problems. Therefore, people with intellectual disabilities in this study expect more rules or restrictions in accessing social media. However, (Chadwick, 2019) said that families and caregivers need to consider how to provide information about the rules and impacts of risky online behavior.

Parents do not always accompany children using cellphones in preventing online sexual violence.

From the results of the interview, it can be seen that parents have not provided optimal guidance when children use cellphones or social media, this can be seen from parents who sometimes accompany by sitting with their children when children use cellphones and sometimes do not accompany their children when using cellphones because parents are busy with their activities and only adjust to the availability of their free time. The need for increased parental guidance for children with intellectual disabilities considering that children with intellectual disabilities have limitations in thinking, this is in line with Lakhani's statement that children with intellectual disabilities (ID) are developmental disorders that cause intellectual performance and adaptive behavior far below average (Lakhani, et, al., 2024) and is also supported by the statement from the American Association on Intellectual and Developmental Disabilities (AAIDD) are individuals who have significant limitations in intellectual function and adaptive behavior, as well as social, conceptual, and practical skills in everyday life (American Association on Intellectual and Developmental Disabilities, 2023). This makes children with disabilities vulnerable to online sexual violence from social media or cellphones used to prevent this, support from parents is needed in the form of assistance when using social media or cellphones. People with intellectual disabilities need social media to build relationships, socialize, and enrich interpersonal relationships. However, in using social media, people with intellectual disabilities need to be accompanied by parents or caregivers in using social media and pay attention not to use real photos and profile names; do not include personal or too detailed information on profiles such as addresses and contact numbers; use passwords that are easy to remember and also tell people you trust; be selective in choosing the people you will follow (Oktavianti, 2023).

CONCLUSION

Sexual violence does not only occur through direct contact but along with the development and advancement of technology, sexual violence has changed into online sexual violence through social media such as Facebook, Instagram, WhatsApp, TikTok, and games, so optimal parental support is needed to prevent sexual violence for children with intellectual disabilities who experience intellectual limitations that affect their behavior and social. The need for parental support in providing optimal information on online sexual violence, providing time to always accompany children using cellphones or social media and implementing consistent time limits in preventing sexual violence against children with intellectual disabilities.

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