Audiovisual Program-Based Psychoeducation for Improving Literacy about Bullying and Sexual Violence for Pre-School Children

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Abstract. Children of Indonesian Migrant Workers (PMI) pursue informal education, one of which is at the Sanggar Bimbingan spread across Malaysia. In education, they mostly learn about nationalism and religion, so there is still a lack of awareness and understanding of sexual education in pre-school children. Living in a neighboring country makes them a minority that is exposed to sexual violence and bullying. One of the efforts that can form literacy related to anti-sexual violence and bullying is to conduct psychoeducation. The psychoeducation carried out is based on audio visuals tailored to children's understanding accompanied by the delivery of material and question and answer sessions. The results of the activities that have been carried out show that the participants can participate in psychoeducation with enthusiasm, understand the parts of the body that should not be touch by others, and are able to identify behaviors that reflect anti-bullying. Overall, it can be concluded that the provision of audiovisual-based psychoeducation is effective for instilling pre-school children's understanding of anti-sexual violence and bullying.

Keywords: Psychoeducation, Audiovisual Program-Based, Sexual Violence, Bullying

1 Introduction

Malaysia is a neighboring country of Indonesia that is still one of the destination countries for Indonesians, whether studying or becoming a worker. There were 72,260 Indonesian migrant workers (PMI) who left for Malaysia during 2023. This makes Malaysia the second most migrant workers after Taiwan [1] The reason why Indonesian migrant workers choose Malaysia is because the distance is considered close and the language is easier to understand [2]. In addition, Malaysia also needs a lot of labor for the formal and informal sectors. While the majority of migrant workers in Malaysia are laborers with low levels of education and skills, so they tend to be placed in domestic or household jobs [3]. Bank Indonesia noted that there are at least a total of 1.6 million migrant workers in Malaysia [4].

When someone decides to live temporarily in a foreign country, they will certainly be faced with various dynamics and challenges. In migration arrangements between Indonesia and

Malaysia, it turns out that there are still many problems with patterns that occur repeatedly [5] One of the problems often experienced by Indonesian students and migrant workers is violence, both physical, psychological, and sexual. This makes Indonesian students and migrant workers positioned as someone who is vulnerable to sexual violence. In addition, we know that many migrant workers also bring their families and children to live in other countries to work, such as Malaysia. This of course also makes children positioned as someone who is also quite vulnerable to bullying or sexual violence, where PMI children must try to adapt to an environment that is not 'home' for them.

In the Sustainable Development Goals (SDGs) there are several targets related to ensuring the safety of migrant workers, namely the need to protect their rights and promote a safe and secure working environment [6]. On the other hand, the children of migrant workers who are students are the assets and future of the Indonesian nation. Therefore, it is also important to provide a form of legal protection to them when they are studying in a foreign country. Various efforts need to be made to be able to provide security protection for Indonesian students and workers in Malaysia. In addition, children of migrant workers in their daily lives must face the challenges of life to be able to adjust quickly in another country. Challenges not only consist of language, different environments, but also in terms of the education they get.

In Malaysia, Sanggar Bimbingan At-Tanzil is a school that provides free education for children of migrant workers, where the education provided adopts the curriculum in Indonesia. Educationally, Sanggar Bimbingan At-Tanzil facilitates the children of migrant workers to still be able to get an education like in Indonesia and also as a place to remember and love their homeland even though they are in another country. However, there is still no program that facilitates the children of the Sanggar Bimbingan in terms of their ability to survive and face various challenges that exist around them. Therefore, in an effort to prevent PMI children who are students of Sanggar Bimbingan At-Tanzil from bullying and sexual violence, we held a psychoeducation program with a focus on increasing their literacy about bullying and sexual violence.

In general, some groups of children seek to assert themselves by engaging in bullying behaviors, such as fighting, bullying, taunting [7]. Bullying is defined as an act of aggression that may be unprovoked and repeated to psychologically or physically damage the victim and is carried out by a perpetrator who has unequal attack power with the victim [8]. Some others also often make taunts that are sexual in nature, such as sending stickers to jokes to their friends that appear sexual. Some of the factors that cause bullying to occur include 1) individual factors, where students who tend to be quiet and have a low self-concept will range to become victims; 2) negative school climate factors that support bullying to occur; 3) family factors, where there is a family that is less harmonious, causing the self-concept of students to be weak; 4) unhealthy friendship factors [9]. Similar to sexual violence, some of the factors that influence sexual violence to occur are 1) family factors; 2) unhealthy or non-conducive environmental factors; 3) factors of values or norms that each individual believes; 4) individual factors [10].

Bullying and sexual violence are behaviors that are very detrimental to victims. Victims will be faced with negative impacts, both physical, social, and psychological [11][12][13]. Physiological impacts can include physical injuries, unwanted pregnancies, and sexually transmitted diseases. Emotional impacts include feelings of guilt, self-blame, denial, and shame. Meanwhile, the psychological impact is related to post-incident stress, depression, anxiety, and

other psychological disorders [14][15][16]. Therefore, it is important to carry out a prevention so that bullying behavior and sexual violence do not occur in the school environment. It is necessary to instill anti-bullying and sexual violence behavior in each student at school. Unlike bullying, the challenge faced in sexual violence is that there are still many layers of society that think that it is something that is still taboo. Many Muslim parents and schools consider that the word 'sexual' is a dirty word that should not be taught to children [17]. Meanwhile, we know that children will try to find various accesses to get information about it, such as from the internet or their peers, where the information they get may not have the truth or misunderstanding.

As for the explanation above, the solution offered to overcome these problems is to hold a form of psychoeducation to be able to form anti-bullying and anti-sexual violence behavior in students. Sanggar Bimbingan At-Tanzil Serdang Malaysia was chosen because it is related to the gathering place for migrant workers' children in Malaysia to get education, so it will be easier for us to provide targeted psychoeducation. Psychoeducation was chosen as a form of effort to help PMI children understand more about bullying and sexual violence, so that they can be able to fortify themselves so that they do not experience it. In particular, the psychoeducation material relates to understanding bullying and sexual violence, including definitions and forms, sexual education for children by explaining the parts that should not be touched by others, and what can be done if they become victims. Psychoeducation will be carried out using an audio-visual method or approach by playing educational videos by inviting children to sing together according to the material. Audiovisual media in learning is learning material presented in audio form that can stimulate children's thoughts, feelings, attention, and willingness, so that it can encourage the teaching and learning process [18]. By using audiovisuals, it is hoped that it will be more easily understood by children, especially pre-schoolers.

2 Method

Based on information obtained from partners or institutions, it was found that the problem was that there was still low awareness and knowledge of children related to sexual education and bullying. This shows that the priority problem that needs to be resolved is the provision of psychoeducation targeting early childhood sexual education and also anti-bullying education. This is done through psychoeducation against sexual violence and bullying. The target of this community service activity is pre-school children at one of the Guidance Centers in Malaysia, totaling 20 children. Psychoeducation is given through audio visual form or through video shows, so that it will be much easier for children to understand. The video chosen targets directly on material related to anti-sexual violence and bullying.
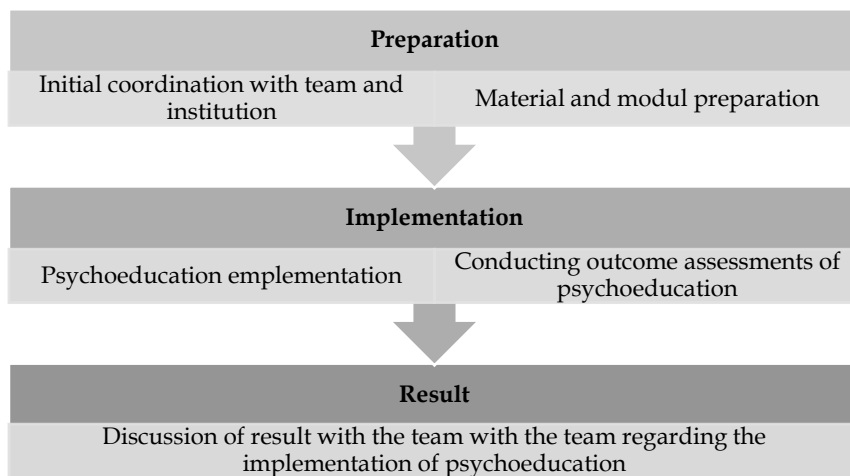
Fig. 1. The Steps of Community Service Implementation

In Figure 1, it is explained that the stages of implementing community service consist of several stages, including:

1. Preparation, which is a stage covering the preparation of community service to be carried out, including coordination within the team, coordination with partners for online problem transfer, selection of videos or materials, and preparation of psychoeducation modules to be provided. Selected videos can be accessed at youtube.

2. Implementation, which is the stage of carrying out planned activities carried out offline at partner locations. Implementation of activities by providing education through video or audio visual accompanied by explanations from presenters and question and answer sessions. Furthermore, the community service team collaborates with partners to conduct assessments related to the results of the psychoeducation that has been carried out. The assessment also aims to monitor and evaluate the effectiveness of the psychoeducation that has been carried out.

3. Result and finalization, which is the stage where the community service team discusses together to evaluate the results of the psychoeducation activities.

3 Result and Discussion

The implementation of community service activities was carried out offline on July 3rd, 2024 at the partner location, namely Sanggar Bimbinngan At-Tanzil Serdang Malaysia. There were 20 students who participated in the community service with an age range of 3 to 13 years, but most of them were at pre-school age. The students at Sanggar Bimbingan At-Tanzil are children of Indonesian Migrant Workers (PMI) who work and live in Malaysia. The activity lasted for almost two hours, starting from 09.00 - 11.00.

The implementation of the activity began with the introduction of the community service team members to the principal, teachers, and students of Sanggar Bimbingan At-Tanzil. Furthermore, the delivery of material by the team by providing psychoeducation modules, and playing audio-visual videos related to the material presented. The video was related to the introduction of body parts that can and should not be touch by others and also anti-bullying friendship. Towards the end of the material, there was a question and answer session, where students were asked to show a form of behavior that shows anti-bullying behavior. They were also able to re-mention the parts of the body that are not allowed to be touch by others.

Based on the activities carried out, the students were enthusiastic and seemed happy. They seemed eager to give answers when the team asked questions to evaluate their understanding. In addition, they also seemed to remember the songs played on the video related to anti-sexual violence and bullying.

4 Conclusions

The results of the implementation of audiovisual-based psychoeducation activities provided to students of the Sanggar Bimbingan At-Tanzil in Serdang have a positive influence on students' awareness and understanding of anti-sexual violence and bullying behavior. This can have an impact on the way they establish social relationships and friendships that respect others. In addition, students better understand the parts of the body that are not allowed to be touched by others and also know what to do when someone else touches a sensitive part of their body. This is in line with a study conducted by Erogul & Harsici [19] which showed that psychoeducation conducted in the school environment was effective in preventing sexual violence in the school environment. In addition, the psychoeducation method using audiovisual helps to stimulate the senses of sight and hearing, thus stimulating the brain for changes in bullying behavior [12]

Psychoeducation on sexuality, anti-sexual violence, and anti-bullying is very important to be given from a young age or as early as possible. This will help shape their behavior to be more appreciative and respectful of others, thus creating healthy social relationships. Sexual psychoeducation in children does not aim to teach things that are considered taboo, but emphasizes the parts of the body that can and cannot be touched by others, to teach how to protect themselves when someone else touches the sensitive areas of their body [20]. In addition, sexual education that can be given to children can also target children's development, such as teaching gender roles, building healthy relationships with friends, to materials related to toilet training, dressing neatly and politely, to information related to the process of pregnancy and the birth of a baby [14]. In the future, if there is a psychoeducation with a similar topic, the target is parents. Seeing the phenomenon around still considers that sexual educators are still considered taboo and also many parents have not focused their attention on teaching children about the phenomenon of bullying.

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