

# CHAPTER I

## INTRODUCTION

### 1.1. Background

In 2024, there was a notable rise in violence directed towards children. According to data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA), there were 1,993 reported cases of violence against children from January to February (Fahham, 2024). Moreover, merely two months into the year, the number of cases had already attained this figure.

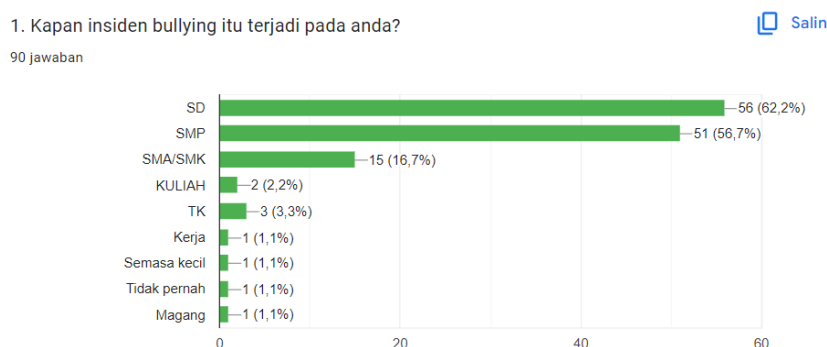
This is also supported by data from the Federation of Indonesian Teachers' Unions (FSGI), as reported by Retno Listyarti, Chair of the FSGI Expert Council, which revealed a spike in school violence cases from July to September 2024, reaching 12 cases. FSGI data show that the majority of cases occurred at the junior high school/Islamic junior high school (SMP/MTs) level (36%) and at the elementary school/Islamic elementary school (SD/MI) level (33.33%). Meanwhile, the number of perpetrators reached 48, and the number of victims reached 144 students. The data shows that 66.66 percent of cases occurred in schools under the jurisdiction of the Ministry of Education, Culture, Research, and Technology, and 33.33 percent occurred in schools under the jurisdiction of the Ministry of Religious Affairs. Several cases of physical violence resulted in seven deaths, four of which were under the jurisdiction of the Ministry of Religious Affairs and three under the jurisdiction of the Ministry of Education, Culture, Research, and Technology. Retno also stated that Indonesia has entered a state of emergency regarding violence against children (Mashabi & Kasih, 2024).

Violence itself is a form of action from bullying. Bullying is a common problem that occurs every year. According to data from the Indonesian Child Protection Commission (KPAI), there were 3,800 cases of bullying in Indonesia throughout 2023. This data continues to increase compared to the previous 3 years, where there were 226 cases in 2022, 53 cases in 2021 and 119 cases in 2020 (Wibisana, 2024). Bullying, or bullying itself, is unpleasant behavior, whether verbal, physical or social, that occurs directly or indirectly, which can cause other people to feel uncomfortable, hurt and depressed, and can be done either individually or in groups. Bullying is divided into several types, including physical, non-physical, verbal, cyberbullying, direct non-verbal and indirect non-verbal (Supriyatno et al., 2021). Examples of physical bullying include bullying that involves physical force, such as hitting and pushing.

Then non-physical bullying can be in the form of threats or insults. While verbal bullying, for example, includes teasing or harsh words. There are also cyberbullying, which is done through social media, and this can happen at any time. Lastly, non-verbal bullying can be in the form of intimidating stares or spreading rumors that can damage the victim's social reputation.

Based on the results of a questionnaire distributed via social media on October 1, with a total of 109 respondents in various regions of Indonesia, 80.7% of respondents reported being involved in a bullying incident. Of these, 56% of respondents admitted to having been victims of bullying at school. Meanwhile, 22.9% of respondents stated that they had been involved in a bullying incident either as a victim or a perpetrator, and 19.3% of respondents stated that they had never experienced a bullying incident. Although only a small proportion (1.8%) admitted to having been perpetrators of bullying, these data continue to show that bullying can happen to anyone. This also does not obscure the fact that bullying can occur among children.

Childhood is often assumed to be a time of happiness and joy, where children can play, learn, and socialize without worrying about anything else. However, this isn't always the case. Behind this joy, children also face several pressures, including bullying. This is often overlooked by those around them, especially parents. Parents often believe they are providing the best education for their children and, due to their busy schedules, relinquish responsibility for school. This leads to parents not monitoring their children's activities, both at school and around the home (Salamah, 2023). Bullying can happen from an early age, even in kindergarten or elementary school, when children first begin to learn to interact with other people.



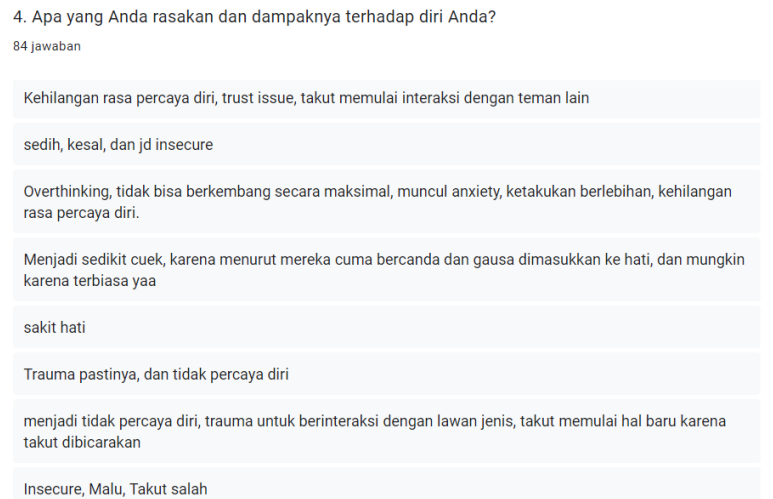
**Figure 1.1. Questionnaire when bullying happened in 2024**

(Source: personal document)

Supported by the questionnaire results shown in Figure 1.1, bullying occurred during kindergarten, when they were just beginning to learn about the outside world. From these

results, it can also be concluded that at such a young age, they can become perpetrators of bullying, either intentionally or unintentionally. The perpetrators, the majority of whom are children, still do not have knowledge and understanding of the legal norms that apply in Indonesia (Anggraeni & Rahmi, 2022).

According to Olivia N. Saracho's research (2016), titled *Bullying Prevention Strategies in Early Childhood Education*, which cites Olweus, young children suffer physical harm and psychological distress as a result of bullying. The bullying is very serious, with 41% of children who were bullied experiencing physical harm, for example, bruises, wounds, and burns, and 66% suffering psychological harm, for example, nightmares, stomachaches, and reluctance to go to school. On the other hand, perpetrators of bullying are at risk of becoming criminals as adults if their bad habits continue (Saracho, 2017).



**Figure 1. 2. Impact questionnaire on the bullying victim, 2024**

(Source: personal document)

The above is confirmed by the questionnaire results in Figure 1.2 regarding the impact of bullying in childhood, indicating that the incident had a significant impact on their lives as adults. Many respondents admitted to still feeling the psychological impact of the bullying they experienced. The impacts include excessive anxiety, overthinking, and a lack of confidence (insecurity). They also experienced embarrassment in social interactions and profound trauma. Furthermore, some respondents felt afraid of new social situations and struggled to trust others. Some victims even experienced feelings of isolation, a reluctance to attend school, and discomfort in talking about their experiences with their parents.

Respondents also indicated that the role of parents is very important, both in detecting early signs of bullying and in providing adequate support. Most parents are not yet fully aware of the serious impact of bullying on both victims and perpetrators. According to the results of an interview with Shodiq Ardiansyah, the founder of the NGO Ditemen.in, children involved in bullying often imitate their parents' actions, even unintentionally. This pattern of behavior is then carried over into their interactions with friends. On the other hand, children who are victims of bullying usually have low self-esteem, which can also be influenced by parenting patterns.

The questionnaire results also showed that 92.8% of respondents agreed that parents influence their social behavior. Therefore, this campaign focuses on encouraging children to be brave by engaging parents, who play a crucial role in their development. When children are born, the first environment they encounter is their family, especially their parents. Parents are the primary educators because they interact with children most frequently in daily life. Children view parents as role models, especially at an early age, because they record what they see and imitate it in their behavior (Jaujah & Qibtiyah, 2021).

Parents who actively communicate with their children, provide emotional support, and don't judge when children share their stories can help them develop the courage to face pressure from their environment. By understanding their children's feelings, parents can provide appropriate guidance to prevent disruptive behavior and bullying, both as victims and as perpetrators (Anggraeni & Rahmi, 2022).

On the other hand, lack of parental involvement can cause victims to feel increasingly isolated, which can worsen the impact of bullying they experience. Child victims can also protect themselves if they understand what bullying means (Saracho, 2017). So, parents' understanding of their role in teaching their children to be brave is very important.

Anti-bullying campaigns should begin at an early age because it is during this period that basic values of empathy, mutual respect, and how to interact with others begin to form. Early childhood is defined as children aged 0-7 years. Early childhood is a crucial period for a child's development and growth. Children's development will differ in aspects of emotional maturity, personality, social skills, and other aspects depending on their parents' parenting styles (Damanik et al., 2022). Children who are equipped with an understanding of respecting

differences and managing emotions from an early age tend to have a more positive attitude toward socializing and integrating with their environment.

Visual Communication Design has a broad scope, ranging from digital advertising to animation and film support, including special effects. This is very different from graphic design, which focuses only on static images (Arifianto et al., 2022). In today's digital era, the role of Visual Communication Design is increasingly important because it can create interactive experiences across various platforms, especially social media. With the widespread use of social media as a communication and marketing tool, attractive and dynamic design is also key to capturing audience attention. Strong, interactive visual content can help convey campaign messages more effectively. This makes Visual Communication Design a crucial element in building user engagement in the digital world. Social media is a powerful tool for disseminating information and influencing public perception. The questionnaire results also showed that 87.2% of respondents agreed with the use of social media as a supporting medium for campaigns. Anti-bullying campaigns conducted on social media provide an opportunity to reach a wide audience. Through this campaign, anti-bullying messages can be conveyed to parents.



**Figure 1. 3. Milestone Ditemen.in, 2024**

(Source: Instagram @official.ditemenin)

According to Shodiq Ardiansyah, using social media as a campaign medium would be more effective if collaboration with other parties were carried out to reach a much wider audience. Therefore, in designing this campaign, the author will collaborate with other parties, such as NGOs (non-governmental organizations), which will later become stakeholders to

support the design of this campaign. Ditemen.in is an NGO that initially began as a movement aimed at flooding social media with educational information and content to raise parents' awareness that bullying is a real threat to children. After raising awareness, the movement provides education through informative and relevant content. In an effort to address the issue of bullying, Ditemen.in not only targets parents but also targets teachers, who play a crucial role in preventing and handling bullying in the school environment. Ditemen.in hopes to create a safe environment from bullying, from the family environment to schools. Ditemen.in has a multitude of programs planned for the coming year. One of Ditemen.in's planned programs is an anti-bullying education program for bullying in early childhood using children's storybooks.

As an applied science, Visual Communication Design requires additional tools to translate ideas into specific media according to the context, content, and target audience (Arifianto et al., 2022). Therefore, as part of Ditemen.in, the primary educational medium used for the campaign will be children's storybooks. These children's storybooks are specifically designed to introduce the concepts of speaking up and respecting each other from an early age. This interactive storybook uses simple language and engaging illustrations, making it easier for children to understand the message. By reading books with their children, parents will also strengthen the bond with children. According to a study by Lenhart et al., in a study conducted by Ratnasari and Zubaidah (2019) on the Effect of Using Picture Storybooks on Children's Speaking Skills, it was explained that when carrying out activities together in reading storybooks to children, it can add new vocabulary to children. Picture storybooks can also be a learning tool in early childhood education, where books will play a role as a strategic tool in developing play and learning activities together (Ratnasari & Zubaidah, 2019). So the bond of trust will also increase between parents and children. It is hoped that later children will become more open to their parents.

Through this campaign, it is hoped that the public, especially parents, can increasingly understand how important their role is in preventing and handling bullying from an early age. With proper awareness and education, children can grow up in a safer environment where they feel heard, supported, and valued.

## 1.2. Identification of problems

Based on the explanation above, the problem identification is as follows:

1. According to data from the Indonesian Child Protection Commission (KPAI), there were 3,800 cases of bullying in Indonesia throughout 2023. This number continues to increase compared with the previous 3 years, when there were 226 cases in 2022, 53 cases in 2021, and 119 cases in 2020 (Wibisana, 2024).
2. In 2024, there was also a significant increase in violence against children. According to data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA), there were 1,993 cases of violence against children from January to February (Fahham, 2024).
3. According to data from the Federation of Indonesian Teachers' Unions (FSGI), there was a spike in the number of cases of violence in schools from July to September 2024, reaching 12 cases. The number of perpetrators reached 48, and the number of victims reached 144 students. Several cases of physical violence resulted in seven deaths (Mashabi & Kasih, 2024).
4. Based on the questionnaire results, 80.7% of respondents reported being involved in an incident of bullying. Of these, 56% of respondents admitted to having been victims of bullying at school. Meanwhile, 22.9% of respondents stated that they had been involved in an incident of bullying either as a victim or a perpetrator, and 1.8% admitted to having been perpetrators of bullying.
5. Based on the questionnaire results, respondents had experienced bullying during kindergarten.
6. Based on the questionnaire results, many respondents admitted that they still felt the psychological impact of the bullying they had experienced. The impacts include excessive anxiety, overthinking, feelings of self-doubt (insecurity), shyness in social interactions, and deep trauma. Furthermore, some respondents also felt afraid of facing new social situations and struggled to trust others. Some victims even experienced feelings of isolation, a reluctance to attend school, and discomfort in talking about their experiences with their parents.
7. The questionnaire results showed that 92.8% of respondents agreed that parents influence their social behavior.

### **1.3.Problem Formulation**

“How to design a children's storybook as a campaign medium to effectively and informatively address bullying?”

### **1.4.Problem Limitations**

The problem limitations used in designing this campaign aim to focus efforts on educating parents about their role in addressing bullying, namely by teaching children to speak up. To avoid extensive discussion, the following are the problem limitations that will be used in this problem.m.

1. The design of a children's storybook as a medium for an anti-bullying campaign among early childhood is aimed at early childhood, with the target market of parents as a bridge for conveying information.
2. This design focuses on preventing bullying by teaching children to fight bullying by daring to speak up or tell stories (initial handling in the family environment). The campaign does not include further psychological intervention for victims who have experienced severe trauma due to bullying.

### **1.5.Planning Purpose**

The following are the objectives of designing this campaign:

1. Building children's courage to voice what they experience and feel, and to understand that it's okay to talk about what they've been through. Then increasing parents' awareness of their role in the process of building children's courage.
2. Teaching children to dare to fight bullying through children's storybooks that give children the courage to speak up and seek help (openly) from their parents.s.
3. Instilling an attitude of empathy in children so they can appreciate differences and respect one another from an early age.
4. It is hoped that this campaign design can reduce the number of bullying incidents that will occur in the future.

### **1.6. Benefits of Planning**

#### **a. For Writers**

Applying the knowledge or theory gained during education as a Visual Communication Design student at UPN "Veteran" Jawa Timur in the process of

designing an educational campaign regarding the role of parents in increasing awareness and forms of prevention of bullying among children from an early age

**b. For Audience**

This design is expected to provide significant benefits to parents by increasing their understanding of the impact of bullying and how to detect early signs of a child's involvement, whether as a victim or a perpetrator. This campaign also provides practical guidance on teaching children the values of empathy and respect for differences, so they can grow into individuals who are sensitive to others' feelings. Furthermore, parents will have easy access to relevant information. By actively participating in this campaign, parents can help create a safe and supportive environment for their children's development and help prevent bullying around them.

## 1.7. Framework of thinking

