ISLAMIC GUIDANCE AND COUNSELING SERVICES AT MADRASAH IN INTERVENTING CASES OF VIOLENCE AGAINST CHILDREN IN CENTRAL LOMBOK DISTRICT

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Abstrak

Tujuan penelitian ini adalah pertama untuk mendeskripsikan gambaran umum bentuk-bentuk kasus Kekerasan Terhadap Anak (KTA), mengidentifikasi dan menganalisis langkah-langkah penanganan kasus Kekerasan Terhadap Anak (KTA), mendeskripsikan dan menguraikan upaya mencegah terjadinya kasus Kekerasan Terhadap Anak (KTA) melalui layanan Bimbingan dan Konseling Islam pada Madrasah. Metode penelitian menggunakan qualitative research dengan jenis descriptive analysis. Sumber data diperoleh dari wawancara dan observasi dan dokumentasi. Teknik analisis data yakni mereduksi data, penyajian data, dan menarik kesimpulan atau verifikasi dengan jenis analisis kualitatif deduktif dan induktif. Hasil penelitian menunjukkan gambaran umum bentuk-bentuk kasus Kekerasan Terhadap Anak (KTA) seperti kekerasan fisik, psikologis, ekonomi, sosial, verbal, siber, dan tidak ditemukan adanya indikasi kekerasan seksual. langkah-langkah penanganan kasus Kekerasan Terhadap Anak (KTA) yang dilakukan oleh guru BK seperti identifikasi dan deteksi dini, asesmen kasus, perencanaan intervensi, pelaksanaan intervensi, pemberdayaan orang tua dan guru, monitoring dan evaluasi, dan tindak lanjut. Upaya dalam mencegah terjadinya kasus Kekerasan Terhadap Anak (KTA) dengan cara edukasi dan sosialisasi, pengembangan program sekolah ramah anak, pembentukan tim pencegahan kekerasan, pemantauan dan deteksi dini, penguatan layanan bimbingan dan konseling, dan penguatan peran orang tua.
Kata Kunci: Bimbingan; Konseling Islam; Kekerasan; Guru; Siswa.

Abstract

The purpose of this study is first to describe the general picture of the forms of cases of Violence Against Children (KTA), identify and analyse the steps for handling cases of Violence Against Children (KTA), describe and outline efforts to prevent cases of Violence Against Children (KTA) through Islamic Guidance and Counseling services at Madrasahs. The research method uses qualitative research with a descriptive analysis type. Data sources are obtained from interviews, observations, and documentation. Data analysis techniques include data reduction, data presentation, deductive and inductive qualitative analysis and drawing conclusions or verification. The results of the study show a general picture

of the forms of cases of Violence Against Children (KTA), such as physical, psychological, economic, social, verbal, and cyber violence, and no indication of sexual violence was found. Steps for handling cases of Violence Against Children (KTA) carried out by BK teachers include early identification and detection, case assessment, intervention planning, intervention implementation, empowerment of parents and teachers, monitoring and evaluation, and follow-up. Efforts to prevent cases of violence against children (KTA) through education and socialisation, development of child-friendly school programs, formation of violence prevention teams, monitoring and early detection, strengthening guidance and counselling services, and strengthening the role of parents.

Key Words: Guidance; Islamic; Counselling; Violence; Teachers; Students.

Introduction

Indonesia is currently experiencing an emergency in cases of Violence Against Children (KTA). Data from the Indonesian Ministry of Women's Empowerment and Child Protection (PPPA) revealed that KTA cases have continued to increase in the past five years, and the number is very high and worrying. Data from 2019 showed a figure of 11,055 cases; in 2020, it increased to 11,264 cases; in 2021, it increased again to 14,446 cases; in 2022, it continued to increase to 16,106 cases; and in 2023, there was another increase to 18,180 cases. Based on the data description, it is concluded that KTA cases in Indonesia have increased yearly, which is very worrying. KTA cases in Indonesia have become a disturbing national issue and problem (Kemen PA, 2024).

The high number of KTA cases in Indonesia also places the Province of West Nusa Tenggara (NTB) in the orange line category, which means that KTA cases in NTB are also very high and have continued to increase in the past five years. According to data collected from the Ministry of PPPA and the Office of Women's Empowerment and Child Protection (DPPPA) of NTB Province, KTA cases in 2019 were 294 cases; in 2020, it increased by 365 cases; in 2021, it increased again by 467 cases, in 2022 it continued to increase by 640 cases, and in 2023 it increased again by 679 cases (DP3AP2KB NTB, 2024).

Facts about KTA cases in NTB Province in 2023, collected from the Ministry of PPPA and DPPPA NTB, recorded that 601 cases occurred in the child age category. Of that number, 126 were male victims, and 519 were female victims. Then, the data for the number of victims was based on the location of the incident, namely at school, where there were 53 cases. Furthermore, the types of violence experienced by victims that occupy the top 3 rankings are sexual violence with 314 cases, physical violence with 104 cases, and psychological violence with 57 cases. The highest number of victims based on age occurred at the age of 13-17 years, with 458 cases. Then,

based on the highest level of education, the victims occurred in junior high schools/MTs with 263 cases and high schools/MA with 187 cases. Then, for the perpetrators of KTA, most were friends/boyfriends, with 199 cases. Furthermore, the five regencies in NTB with the highest number of KTA cases are East Lombok with 154 cases, West Lombok with 95 cases, Central Lombok with 78 cases, Bima with 68 cases, and North Lombok with 68 cases (Ministry of PPPA, 2024).

Central Lombok Regency (Loteng) is in the top 5 highest KTA cases in NTB. According to data from the Ministry of PPPA and DPPPA NTB, it was noted that in the last five years, Loteng has also had an increase in KTA cases every year. Loteng KTA cases in 2019 were 41 cases; in 2020, with 23 cases; in 2021, it increased to 32 cases; in 2022, it continued to increase with 66 cases; and in 2023, it increased again to 68 cases. The high number of KTA cases in Loteng is why researchers made the district a research location. In addition, Loteng also has excellent potential for an even higher increase in KTA cases in the future because it has been made the Mandalika Creative Economic Zone, which makes Loteng one of the famous tourist destinations in Indonesia, with the Pertamina Mandalika Moto GP Circuit in the area.

The high number of KTA cases in Loteng, based on previous data, also places Schools/Madrasahs as the place where the highest KTA cases occur based on the location of the incident and places children aged 13-17 years as the most victims, which means that many occur in Madrasah Tasnawiyah (MTs) and Madrasah Aliyah (MA) students, so the target of this study will also focus on taking samples at MTs and MA in Loteng Regency. Madrasahs have an essential role in handling and preventing KTA cases through the BK Teacher program because they play a central role in intervening in KTA cases in Madrasahs. BK Teachers hold important control because the task of BK Teachers is not only to take action to handle cases and problematic students, but also to take preventive measures so that cases or problems in Madrasahs do not increase and can be suppressed and reduced in number (Nurihsan, 2018).

The existing KTA cases must be resolved, and the chain must be broken because it will hurt the psychological condition of students and can interfere with their development. Hence, students' enthusiasm for learning is not optimal. Islamic guidance and counselling services provided in Madrasahs are not only given to victims but are also provided to intervene with perpetrators in order to break the chain. Islamic guidance and counselling services to intervene in KTA cases are provided to all students through the BK service component implemented through the BK service sector in Madrasahs. There are four BK service components: basic services, responsive/services, individual/interest plans, and supporting systems. Then, this

component is implemented through four BK service sectors in Madrasahs: the BK learning service sector, personal BK, career BK and social BK (Yusuf, 2016).

The results of initial observations conducted by researchers at 2 Madrasahs that will be used as research locations, namely MTsN A and MAN B, located in Central Lombok Regency, have identified several forms of general violence that occur in both Madrasahs, including physical, psychological, verbal and cyber violence. Physical violence was found in the form of cases of fights and beatings between students, and the discovery of bullying carried out by fellow students. Then, the psychological violence is found in the form of actions of threatening, frightening and humiliating fellow students. Furthermore, for verbal violence found, there were acts of mocking or belittling fellow students using harsh and dirty words so that the victim felt hurt. Finally, cyber violence is found in the form of insulting each other by giving negative comments to students on social media. The results of this observation became the researcher's initial findings and a strong reason for researchers to conduct research by taking the KTA case in both Madrasahs. This KTA case must be studied and resolved through Islamic guidance and counselling services in Madrasahs.

This study starts from several topics, problems, gaps, and different analyses from previous studies on BK services to intervene in KTA cases. This study has originality and novelty values and urgently needs to be studied. First, research was conducted by Tutut Nurkoyah in 2021 on "Counselling Process in Handling Cases of Violence Against Children at the UPTD PPA DPPKBP3A Banyumas Regency". Second, research was conducted by Ruwanti W. and Jaja S. in 2019 on "Sex Education Counselling in Preventing Child Sexual Violence (KSA)". Third, research was conducted by Neng S. H. & Zainal M. in 2017 on "Social Counselling Guidance Process in Handling Sexual Violence against Children".

Based on the description above, the position of this research compared to the previous research is apparent, and the novelty of this research is also apparent. This research has novel value because it will comprehensively examine BK services from BK components, namely basic services, responsiveness, individual plans/interests, and supporting systems. This BK service component is implemented through four areas of BK services in Madrasah: learning BK services, personal BK, career BK and social BK. In addition, other novelties in this research also lie in the breadth of the scope and focus of the research, namely identifying and describing the forms of KTA in Madrasah, describing and analysing the stages of implementing BK services for handling and preventing KTA cases through BK services in Madrasah. Finally, the novelty of this research

also lies in the breadth of the setting and research subjects, where this research takes data at MTs and MA simultaneously, so that the data obtained is more varied and richer, and the research becomes more objective in conclusion.

Methods

This research paradigm uses qualitative research with a descriptive analysis research type, where researchers will honestly describe the facts found in the field as they are obtained from the research subjects. This research is also natural, and the researcher himself is also a key instrument.

This research was conducted in Central Lombok Regency at 2 Madrasahs with different education units. The Madrasahs used as the location of this research are MTsN A and MAN B. The researcher chose these locations because the researcher wanted to see a general picture of the Islamic guidance and counselling service program in handling and preventing KTA cases in Madrasahs. The reason for taking 2 Madrasahs at once was to obtain a richer and more complex data picture so that, in concluding, it can be more objective and accountable. Then another strong reason for making these two Madrasahs the location of the research is that they are among the favourite Madrasahs in Central Lombok Regency, so the two Madrasahs should be an example for other Madrasahs in efforts to provide handling and prevention of KTA cases in the Madrasah environment.

The primary data sources of this research were interviews and observations. Observations will be conducted on students and BK teachers. Observations on students are conducted when students are at the Madrasah, and BK teacher observations are conducted to observe the activities of BK teachers while at the Madrasah. Then, interviews will be conducted with the Head / Deputy Head of the Madrasah as the leaders of the two research locations, 3 BK teachers from each Madrasah as implementers of the BK service program, and 10 students each as objects of BK services from each Madrasah that are used as research locations with the criteria that the student has been a victim or perpetrator of violence at the Madrasah. Furthermore, secondary data sources are obtained through documentation, where researchers will request some data in the BK room of each Madrasah, such as student incident records, a list of cases that have been handled, and reports of BK services that have been carried out.

Data were collected through interviews, observations, and documentation. The Observation Method was carried out through non-participant observation in which the researcher did not fully involve himself in the activities of students and BK teachers at the Madrasah. In

carrying out observations, researchers observed, actively analysed, gave meaning, and wrote down everything that happened in the field.

The interview method was semi-structured, intended to obtain more in-depth information and provide free space for informants or respondents to express their opinions and ideas. Previously, the researcher had communicated and confirmed the schedule and readiness of the informants to be interviewed. The researcher also prepared interview guidelines in advance to focus the interview. Finally, the documentation technique was carried out to obtain documents on Madrasah leadership regulations/rules, policies on the BK program, documentation in the BK room such as student incident records, lists of cases that have been handled, and reports on the implementation of the BK program, as well as photos and documentation of activities related to and relevant to the aspects being studied.

The data analysis technique in this study is based on the opinion of Miles and Huberman, which is carried out through several activities, namely reducing data, presenting data, and drawing conclusions or verification. Data processing and analysis include editing steps (and re-verification if necessary), classification and coding, and interpretation to conclude. The data analysis used is deductive and inductive qualitative analysis. Data is deductively categorised into concepts and themes built and explained in the research theory framework. Then, inductively, the researcher carefully examines the data produced to determine whether data collection needs to be done again to support the concepts built, delete a concept built because there is no supporting data, or create a new concept based on the data produced.

Data validity testing is carried out so that the objectivity and validity of the data are maintained. This study uses several things: extending participation, triangulation, and peer checking. The observation and interview time was extended because several parties could not be met and interviewed when the researcher had determined the time. Triangulation is carried out by checking the data from several data sources and the results of several data collection techniques. Peer checking is carried out by looking at the data from the researchers and the research team.

Result

This research was conducted in Central Lombok Regency by taking two madrasahs in the area. The madrasahs used as the location of this research are MTsN A and MAN B. Several forms of violence that have been identified in both research locations will be further described in the data findings below:

1. Physical Violence

This study was conducted to examine the conditions of physical violence that occurred in MTsN A and MAN B. Based on the results of the interview, it was found that cases of physical violence in both madrasas were relatively rare. This fact is related to several important factors, including the commitment of the Madrasah to creating a safe and friendly school environment for students and strengthening character values through a religious and moral approach.

According to the Principal of MTsN A, the character-building approach integrates daily teaching, learning, and extracurricular activities. This approach is one of the significant preventive steps in reducing the risk of physical violence in the madrasah environment. In addition, the socialisation of anti-violence policies and educational programs on Islamic values, such as noble morals and mutual respect, is routinely delivered to students and teachers through religious studies, lectures, and other religious activities. The Principal of MAN B also stated that the school actively involves parents in the educational process, especially in educating students to avoid violent behaviour inside and outside school.

In daily practice, teachers at both madrasahs are trained to detect and handle early indications of violence through guidance and counselling services. The school supervisory team also regularly monitors and evaluates student behaviour to ensure the school environment remains conducive and free from physical violence. In addition, the existence of firm policies and clear procedures related to handling cases of violence makes schools more prepared to deal with potential violence that may arise.

2. Psychological Violence

This study reveals that cases of psychological violence still occur quite often in MTsN A and MAN B. This psychological violence mainly includes verbal bullying, intimidation, insults, and social isolation among students. This condition is an important concern, considering its impact is no less severe than physical violence.

Based on an interview with the Head of the Madrasah at MTsN A, the Madrasah has realised an increase in cases of psychological violence in recent years. Factors that contribute to the occurrence of psychological violence include students' lack of understanding of the psychological impact of their actions, the negative influence of social media, and minimal parental involvement in supervising children's behaviour at home. The Head of the Madrasah at MAN B said that obstacles in preventing psychological violence were also caused by limitations in early detection because often, these cases are not physically visible, and students tend not to report them.

The results of the study showed that psychological violence tends to occur in verbal forms, such as teasing, calling derogatory names, and threats. This behaviour usually occurs repeatedly, so it has an impact on the victim's self-confidence and mental health. In some cases, victims of psychological violence experience decreased motivation to learn, withdraw from the social environment, and experience symptoms of stress or anxiety.

The approach used by the Madrasah in handling cases of psychological violence is through strengthening guidance and counselling services and character education. Teachers at MTsN A and MAN B strive to be more responsive to signs of psychological disorders experienced by students. Every report or complaint received regarding psychological violence is immediately followed up with mediation between the perpetrator and the victim, and the provision of educational sanctions to the perpetrator. However, the effectiveness of this approach still faces challenges due to the limited number of school counsellors who can ideally handle each case individually.

3. Economic Violence

Economic violence is a form of violence that is often not recognised, but its impact is quite significant on student welfare. Based on the results of research conducted at MTsN A and MAN B, it was found that cases of economic violence were relatively rare in both madrasahs. Economic violence in the context of schools can be in the form of forcing students to give money, exploitation in the form of unfair tasks or jobs, and neglect of students' economic rights.

Based on interviews with the Head of the Madrasah at MTsN A, economic violence rarely occurs due to strict supervision and transparency in managing student funds, including pocket money and other contributions. The Madrasah also states that the school and parents must supervise every financial transaction involving students. This policy aims to prevent coercion or

economic exploitation among students. The Head of the Madrasah at MAN B added that preventive efforts include educating and socialising students about their economic rights and reporting mechanisms if they experience or witness actions that violate these rights.

Although cases of economic violence are rare, there are still some indications of extortion or unofficial levies carried out by students against their classmates, especially in the form of forced requests for money or exploitation in group assignments. The school immediately follows up on cases like this with an educational approach and strict disciplinary enforcement. Handling is carried out through counselling guidance and involving parents to provide further understanding to their children regarding the negative impacts of such actions.

4. Social Violence

Social violence is a form of action that aims to isolate, discriminate against, or humiliate individuals or groups in the school environment. This violence can take the form of exclusion, spreading negative rumours, or rejection of someone based on certain factors such as economic status, appearance, or family background. Based on the results of research conducted at MTsN A and MAN B, it was found that cases of social violence were relatively rare in both madrasahs.

According to the results of an interview with the Head of the Madrasah at MTsN A, the low number of cases of social violence in this Madrasah can be attributed to the character-building program integrated into the curriculum and extracurricular activities. Religious activities, such as religious studies and discussions, are also important for building students' awareness of respect and acceptance of differences. The Head of the Madrasah at MAN B added that the "zero tolerance" policy towards discrimination and social violence is implemented consistently. Every student is taught to uphold the values of togetherness, solidarity, and tolerance.

Although rare, this study found several examples of cases of social violence in the form of exclusion of students who were considered different or did not conform to certain group norms. This violence generally occurs subtly, such as ignoring someone's presence, not involving them in group activities, or spreading harmful rumours. The school immediately responded to these reports through a mediation approach involving guidance counsellors, religious teachers, and parents. Students involved in acts of social violence were given an understanding of the negative impacts of their actions, both on the victim and on the social climate at school.

https://doi.org/10.20414/altazkiah.v14i01.11497   57

5. Verbal violence

This study revealed that verbal violence is one of the most frequent forms of violence in MTsN A and MAN B. Verbal violence includes various forms such as teasing, insults, ridicule, and harsh words thrown at other students to degrade or hurt their feelings. This phenomenon is of particular concern because of its significant impact on students' mental health and self-confidence. According to the results of an interview with the Principal of MTsN A, cases of verbal violence often occur in the context of daily interactions between students, both in and out of class. The Principal of MAN B added that this behaviour is often considered normal by students because they are accustomed to a social environment that is permissive of the use of harsh words. As a result, even though it often occurs, many students do not realise that their actions fall into the category of verbal violence.

The impact of verbal abuse can vary, from low self-esteem and anxiety to decreased academic achievement. Some students who are victims of verbal abuse report that they feel isolated and have difficulty interacting socially. These cases show that verbal abuse not only affects victims psychologically but also has an impact on their overall well-being.

To handle cases of verbal violence that often occur, the school has implemented several preventive and curative steps. First, the school routinely holds socialisation and anti-violence campaigns, including counselling on the impact of verbal violence on students' social and academic lives. This program involves guidance and counselling teachers who provide students with an understanding of the importance of maintaining communication ethics and how to be assertive without hurting others.

In addition, the school also strengthens supervision of student behaviour by developing peer support programs, where older or senior students monitor and provide examples of positive behaviour to their friends. Any indication of verbal violence is followed up with mediation and the provision of educational sanctions to the perpetrators. The perpetrators must also attend counselling sessions to change their negative behaviour and be more constructive.

6. Cyber Violence

Cyberbullying is a form of violence that occurs through digital media such as social media, messaging applications, or other online platforms. This violence can be in the form of spreading harmful content, insults, or online bullying that aims to hurt or demean the victim. Based on the

results of research conducted at MTsN A and MAN B, cases of cyber violence are relatively rare in both madrasahs.

According to the Head of Madrasah at MTsN A, cyber violence has not become a prominent problem because most students' use of social media and digital devices is still limited. Even so, the school continues to anticipate potential cases of cyber violence by providing socialisation about the ethics of using social media and the dangers of cyberbullying. The Head of Madrasah at MAN B added that although cases of cyber violence are rare, there have been several reports of students experiencing insults or blackmail through messaging applications, especially in the form of threats or spreading harmful rumours.

Limited access to technology in students' social environments is also a factor that reduces the risk of cyber violence. Many students do not have regular access to digital devices outside of school, so their online interactions are limited. However, this study emphasises the importance of understanding cyber violence because technology and internet access among students tend to increase over time.

Although rare, when there are indications of cyber violence, the school immediately acts through an educational and mediation approach. Students involved in cyber violence, either as perpetrators or victims, are directed to discuss with the school counsellor to understand the negative impacts of such actions. The school also strictly works with parents to supervise their children's online activities.

Discussion

A. Steps for Handling Cases of Violence Against Children (KTA) Through Islamic Guidance and Counselling Services at Madrasahs

1. Identification and Early Detection of KTA Cases

a. Observation and Monitoring

Observation and monitoring are crucial initial steps in the early identification and detection of cases of violence against children (KTA) at MTsN A and MAN B; observations are carried out routinely by teachers, guidance and counselling staff, and school health workers. These observations include student behaviour inside and outside the classroom, social interactions, and suspicious physical or emotional changes.

b. Reports from Students or Others

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Reports from students or others are also integral to the early detection of violence against children. In both madrasahs, there is a reporting system that allows students, parents, or other members of the school community to report cases of violence safely and confidentially.

c. Initial Interview

Initial interviews are conducted as a follow-up after receiving observations and reports. These interviews aim to understand the student's situation better and identify whether the case requires further handling.

2. *Assessment of Cases of Violence Against Children*
   a. Data Collection

Data collection is an important step in the process of assessing cases of violence against children (KTA). At this stage, relevant information is collected to obtain a complete picture of the students' situation.

b. Situation Analysis

Situation analysis is the process of evaluating the data that has been collected to understand the context and impact of violence against children. This process involves several steps: identifying patterns and trends, assessing impacts, and considering the environmental context.

c. Identification of Needs

Identifying needs is the next step in determining the type of intervention needed based on the data collection and situation analysis results. This step includes psychological needs, educational needs, and social support needs. In both madrasahs, the results of identifying needs were used to design a comprehensive intervention plan, including goal setting, intervention strategies, and resources needed to support students.

3. *Islamic Guidance and Counselling Intervention Planning*

The study results above show the prepared comprehensive intervention steps through Islamic guidance and counselling services. A well-prepared Counselling Service Plan allows targeted handling of violence according to students' needs. This flexible and needs-based counselling approach has shown effectiveness in helping victims of violence to recover and continue the learning process better.

Collaboration with other parties also strengthens madrasas in handling complex violence cases. By involving various parties, both government and non-government institutions, madrasas can ensure that all aspects of students' needs, including psychology, law, and society, are met.

4. *Implementation of Islamic Guidance and Counselling Interventions*

From the study results above, interventions implemented through various forms of Islamic counselling at MTsN A and MAN B have been running well and according to student needs. The holistic Islamic counselling approach, which includes individual, group, family, and learning and career counselling, provides students with comprehensive support in overcoming the impact of violence.

Both madrasahs demonstrate a strong commitment to implementing interventions that not only focus on student recovery from the trauma of violence but also on preventing future violence and developing student potential. This approach reflects a deep understanding of the complexity of the problem of violence against children and the importance of structured and sustainable interventions.

5. *Monitoring and Evaluation*

Monitoring and evaluation are vital components in the intervention steps for handling KTA at MTsN A and MAN B. Regular monitoring allows madrasahs to detect problems early and ensure that interventions are implemented according to plan. Meanwhile, effectiveness evaluation provides an overview of the intervention's success and provides a basis for future improvement and development of the program.

The differences in approach between the two madrasahs reflect the various methods that can be applied in monitoring and evaluation. At MTsN, A more practical and direct approach is key at MAN A, while a data-based approach and long-term evaluation are priorities at MAN A. Both approaches have advantages and contribute to efforts to prevent and handle KTA at madrasahs.

6. *Follow-up*

Follow-up steps in handling KTA through Islamic guidance and counselling services at MTsN A and MAN B show a strong commitment from both madrasahs to provide ongoing support to students. Continuous mentoring, increasing awareness, and strengthening the

prevention system are strategic steps that support each other in creating a safe and conducive learning environment.

Although these two madrasahs have slightly different approaches in their implementation, they show that with the proper follow-up strategy, KTA cases can be handled effectively so that students can learn and develop in a safe and supportive environment.

B. Efforts to Prevent Cases of Violence Against Children (KTA) Through Islamic Guidance and Counselling Services at Madrasahs

1. Education and Socialisation

Education and socialisation are important foundations in the KTA prevention strategy at MTsN A and MAN B. Through anti-violence socialisation, madrasahs strive to change the attitudes and behaviour of students and staff, build a school culture that rejects violence, and raise awareness of the negative impacts of violence. Meanwhile, counselling for parents serves to strengthen support in the home environment, provide parents with tools and knowledge to protect their children from violence, and build effective partnerships between families and schools.

However, although these steps are important, the success of violence prevention depends heavily on the consistency and commitment of all parties involved. Continuous implementation and regular evaluation of the effectiveness of these programs are needed to ensure that they continue to meet their goals of preventing violence and supporting student well-being.

2. Development of a Child-Friendly School Program

The development of the Child-Friendly School Program at MTsN A and MAN B shows a strong commitment to creating a safe and supportive student environment. Implementing a Child-Friendly School policy and teacher training are complementary steps to prevent violence and ensure all students learn in a positive environment.

Implementing Child-Friendly Schools helps shape a culture that rejects violence and supports students' well-being. On the other hand, teacher training provides the skills and knowledge needed to identify and address violence and create an inclusive and safe learning environment.

However, it is important to remember that the success of this program depends heavily on consistency in implementation and ongoing evaluation. Monitoring and evaluation processes

must be carried out routinely to ensure that the policies and training implemented remain relevant and effective in preventing violence and supporting student development.

3. Formation of Violence Prevention Team

The formation of a violence prevention team at MTsN A and MAN B shows a strong commitment to addressing and preventing cases of violence against children. The formation of a special team involving various elements of the school community is a strategic step that allows the integration of various perspectives in efforts to prevent violence. This team is an agent of change and a supervisor who ensures that prevention programs are implemented effectively.

Team training is a key element that ensures team members have the knowledge and skills to carry out their duties. By understanding various forms of violence, early detection techniques, and intervention procedures, team members can be better prepared to handle and prevent violence.

However, team formation and training success depend on ongoing support from the school and community. Regular evaluation of team performance and feedback from students, teachers, and parents is needed to ensure that prevention programs remain relevant and practical. These efforts must be accompanied by a commitment to continuous improvement and adapting strategies according to developments in the school situation.

4. Monitoring and Early Detection

The monitoring and early detection steps carried out at MTsN A and MAN B demonstrate the commitment of both madrasahs to preventing violence against children. Surveys and questionnaires provide quantitative data that is important for understanding the overall psychological condition of students. In contrast, daily observations provide in-depth qualitative insights into students' behaviour and interactions in everyday life.

The success of this step is highly dependent on the accuracy and sensitivity of the BK Teacher and other teachers in interpreting the results of the survey and questionnaire, as well as in conducting daily observations. In addition, a quick and appropriate response to early signs of violence is essential to prevent the escalation of the problem.

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However, the challenge is ensuring that every student feels safe and comfortable expressing their experiences through surveys and questionnaires. In addition, teachers need to be trained continuously to conduct daily observations with high sensitivity to changes in student behaviour.

5. Strengthening Islamic Guidance and Counselling Services

Strengthening Islamic guidance and counselling services in these two madrasahs is a proactive step in preventing KTA. Preventive counselling programs give students the tools to deal with stress and conflict healthily, while group counselling allows them to support each other and develop important social skills. Psychosocial mentoring and support, on the other hand, ensure that the most vulnerable students or those who have been victims of violence receive ongoing support.

However, challenges in implementing these steps include limited resources, such as the number of adequate BK teachers to handle many students and parental involvement that may not always be optimal. Therefore, strengthening Islamic guidance and counselling services needs to be supported by increasing the capacity of educators and closer cooperation with parents and the community.

6.   Strengthening the Role of Parents

Strengthening the role of parents through parenting training and open communication is an important strategy in preventing KTA at MTsN A and MAN B. These two steps help prevent violence and strengthen the relationship between parents and children, creating a safer and more supportive environment for child development.

This success shows that active parental involvement in the education and well-being of their children is a key factor in violence prevention efforts. However, further efforts are needed to ensure that all parents can be fully involved, including through a more flexible and personalised approach to implementing training and communication initiatives.

Conclusion

The general description of the forms of cases of Violence Against Children in Madrasahs in Central Lombok Regency consisting of 2 research locations, namely MTsN A and MAN B, is the finding of forms of violence such as physical, psychological, economic, social, verbal, cyber violence, and no indication of sexual violence. The findings of cases of violence that occur do not all have a high number of cases, such as physical violence rarely occurs, economic violence rarely occurs, social violence rarely occurs, cyber violence rarely occurs, psychological violence occurs quite often, and verbal violence rarely occurs.

Steps for handling cases of Violence Against Children (KTA) through Islamic Guidance and Counselling services at Madrasahs in Central Lombok Regency, carried out by BK teachers, with steps such as First, early identification and detection, which includes observation and monitoring, reports from students or others, and initial interviews. Second, case assessment includes data collection, situation analysis and needs identification. Third, intervention planning includes Islamic counselling service plans and collaboration with other parties. Fourth, implementing interventions includes individual and group counselling and learning counselling, empowerment of counselling teachers, parent education, and teacher collaboration. Sixth, monitoring and evaluation, which includes periodic monitoring and evaluation of the effectiveness of the intervention. Seventh, follow-up includes ongoing assistance, increasing awareness, and strengthening the prevention system.

Efforts to prevent cases of Violence Against Children (KTA) through Islamic Guidance and Counselling services at Madrasahs in Central Lombok Regency are carried out by BK teachers. First, education and socialisation, which includes anti-violence socialisation and counselling for parents. The second is developing a child-friendly school program, which includes implementing child-friendly schools and teacher training. Third, the formation of a violence prevention team, which includes the formation of a special team and team training. Fourth is monitoring and early detection, including surveys or questionnaires and daily observations. Fifth, Islamic guidance and counselling services should be strengthened, which include preventive counselling programs, group counselling, mentoring, and psychosocial support. Sixth, the role of parents should be strengthened, which includes parenting training and open communication.

Recommendation

Practical recommendations can be made to provide direction for developing programs or policies, such as strengthening Islamic guidance and counselling service programs, providing reinforcement through Islamic counselling training for BK teachers, and strengthening human resource capacity through further studies. Then, further research can be focused on evaluating the effectiveness of Islamic Guidance and Counselling service programs in reducing the frequency and intensity of Violence Against Children in Madrasahs. Furthermore, further research can focus on developing an intervention model that integrates Islamic values and the local wisdom of the Central Lombok community. A qualitative approach with case studies in several madrasahs can provide in-depth insight into the application of the model.

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