Communication Patterns of Counseling Teachers and Students in Preventing Gender-Based Violence Online

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Abstract. Today's teenagers, including high school students, are very familiar with social media. Social media is very useful for networking, but on the other hand it can also be a place where *online* gender-based violence (GBV) occurs. GBV is violence that is specifically directed at certain people based on gender and or sex. Cases of GBV are now increasing. LBH APIK data shows that until December 2020, the number of cases reached 659. Victims of GBV generally suffer psychologically and economically. There are various types of GBV cases, including *cyber stalking, cyber harrashment*, sexual *e-mail* messages, and sexually degrading hatred. This study examines the communication patterns of counseling teachers and students of Muhammadiyah High School in Jakarta in preventing GBV. Data collection was carried out by observation, in-depth interviews and literature studies. School selection was carried out by selecting the South Jakarta and South Tangeang areas. Data analysis techniques with the Miles and Huberman model. The method chosen was ethnoscience initiated by Spradley. Through this method, researchers seek to understand a particular knowledge system or subculture. Thus, researchers mostly use the point of view of the research subject or ethnic insiders under study. The subject of this research is the counseling teacher at Muhammadiyah High School.

INTRODUCTION

The advent of the Internet has changed many things in our lives. The most significant change is the way we communicate. Since then, our social world has become digital [1] Before the Internet, communication was done directly or through mass media, such as newspapers, radio, and television (TV). Since the digital era that gave birth to social media, such as Facebook, Twitter, Instagram, and YouTube, as well as smartphones, people communicate through social media. Anytime and from anywhere. People around the world who previously did not know each other can now connect through social media. Access to social media has become a primary need for everyone [2]

Social media is a medium on the Internet that allows users to represent themselves or interact, cooperate, share, and communicate with other users, and form virtual social ties [2] Some characteristics of social media include facilitating networks between users, containing information, archiving, social simulation, and interactivity of users can create messages (content). The internet as a connector in social media functions more than just a tool. The internet contributes to the formation of social ties in social media, values in virtual communities, and online social structures. With this character, social media facilitates the formation of networks between users. The interaction in it at least allows friends to *like each* other, comment on friends' posts, and friends can *share* each other's content.

Although social media brings a breath of fresh air to communication between people, it can also have a negative impact. The presence of social media facilitated by the Internet turns out to be a vulnerable area for women. The more the number of women who utilize social media, the more likely they are to experience GBV [3] The reason is that there is still gender inequality in society. This inequality makes women considered second-class creatures who are weak and men can treat them as they wish. This treatment of men towards women in the real world then migrates to the virtual world. This social media violence is referred to as *online* gender-based violence (GBV).

GBV is any act that makes someone unsafe or feel unsafe, attacks someone's gender or sexuality, and is facilitated by the Internet and technology. GBV is an invasion of privacy, as the perpetrator acts without the victim's consent [4].

Many cases of GBV have occurred in Indonesia. The Indonesian Women's Association for Justice (LBH APIK) Legal Aid Institute noted that during the pandemic the number of cases reached 659 based on Kompas News In December 2020. This number increased dramatically compared to previous years. In 2017 there were only 16 cases, in 2018 there were 97 cases, and in 2019 there were 281 cases. These cases mostly occur on social media, such as

Facebook (FB), Twitter, Instagram (IG), and Whatsapp (WA).

Unlike cases of violence in general, where the perpetrators are more easily identified, the perpetrators of KBGO are difficult to identify, while the digital traces of victims that have already spread on the internet are difficult to erase. This is a problem in itself for victims of GBV [5]

On social media people can create a second account, or even more, with different identities. They can also post fake photos to make themselves look more attractive. This is a vulnerable point for social media users who are not careful. Attraction to photos on social media often leads people, including young women, to accept friendship invitations from people of the opposite sex who may have malicious intentions.

LBH APIK (2020) noted that the victims were introduced to the perpetrators through social media. This online interaction familiarized them to the level of dating. This familiarity makes young women want to send their photos in tempting poses, such as wearing minimal clothing or *top less*. Once the virtual boyfriend, who turned out to be malicious, started to act by asking for some money. If refused, he threatened to spread the victim's nude photos on social media and even to pornographic content sites.

Most victims, especially teenagers, do not have the courage to report their cases to their parents or Guidance and Counseling (BK) teachers at school. Shame, fear of being scolded, and fear of the perpetrator's threats keep them silent. Whereas with openness to the closest people, such as parents and counseling teachers, victims can release their inner pressure. In addition, he will get the right solution. In every school there is usually a Counseling Guidance (BK) teacher whose function is not only to guide but also to provide counseling.

Derlega and Grzelak (in [6] have suggested five possible functions of self-disclosure, viz: self-expression, the release of pent-up feelings; self-clarification, talking about one's beliefs and opinions to clarify one's position; social validation, obtaining feedback from others, or validating one's self-concept; relationship development, acting as a vehicle for developing close relationships and finding out about the recipient; social control, operating as a tool to control and even explore others. Although circumstantial evidence exists to support this five-category system, no study has directly investigated its usefulness in classifying the functions of self-disclosure.

In Jakarta, in addition to public high schools, there are also 14 Islamic-based Muhammadiyah high schools. These schools are spread across the five cities of Central, North, South, East, and West Jakarta. Muhammadiyah high school students, like other high school students, are also active in social media. Therefore, they are also likely to experience GBV.

In every high school there is generally a counseling teacher. BK teachers function to assist individual students in adjusting to themselves and their environment, developing their abilities and potential [7] Therefore, if among the female students there are problems, so that they are disturbed in receiving lessons, it is the BK teacher who must guide them. One of the many problems faced by female students is KBGO.

The forms of KBGO vary, including online sex harassment with verbal violence, *online grooming* (convincing victims through social media to do obscene things ordered by the perpetrator), threats to spread immoral photos / videos [8]). KBGO does not target the physical victim, but the victim feels the psychological impact. Sometimes the victim also suffers economic losses, because there are times when the perpetrator uses this violence to blackmail the victim.

[9] found the types of KBGO among university students, which include *sexting, impersonation*, *cyber recruitment*, *cyber harassment/stalking*, and *revenge porn*. The driving factors, internally, are the sexual desire of the perpetrator, revenge, and jealousy of the perpetrator towards the victim, as well as the financial needs of the perpetrator. The patriarchal culture that produces gender stereotypes and considers women as weak is the cause of external factors. Law enforcement needs to be carried out for all cases of sexual violence in general and *online* gender-based violence in particular. Other factors include low awareness of the law and easy access to social media.

Even though there has been research on GBV, this research is still important considering that the number of GBV cases in Indonesia continues to grow. In addition, previous research on GBV has focused more on the types of GBV and its impact, as well as the form of campaigns to overcome it. This research is different, because it wants to understand the communication patterns of counseling teachers and Muhammadiyah high school students in Jakarta in preventing GBV. Familiar communication between counseling teachers and female students is expected to prevent female students from becoming victims of GBV.

From the explanation above, the researcher formulates this research problem as follows: "Communication Patterns of Counseling Teachers and Students of Muhammadiyah High Schools in Jakarta in Preventing *Online* Gender-Based Violence (KBGO).

LITERATURE REVIEW

Some previous studies on the communication patterns of teachers with high school students include research [10] about the BK Teacher's Interpersonal Communication Process in Overcoming Problematic Students in the Learning Process. Researchers used a qualitative research approach and descriptive research type. Data collection was carried out by observation, in-depth interviews, and literature study. The research participants consisted of the Principal, Vice Principal for Student Affairs, counseling teachers, and parents of students of SMAN 13 Medan. The research findings showed that interpersonal communication between counseling teachers and students was conducted by verbal and nonverbal communication. Factors that hinder interpersonal communication between counseling teachers and students are the students are less open, they also lack communication with their parents. To build interpersonal communication, counseling teachers with students are carried out face-to-face and through Whatsapp (WA) groups. This effort resulted in more effective communication.

Other research conducted [11] about Communication Patterns between Teachers and Students and Between Students in the Dance Extracurricular Group at SMP 1 Delanggu. This research uses a qualitative approach and descriptive type. Data collection techniques with observation, in-depth interviews and documentation studies. The results of the study found: 1) the communication pattern between teachers and students is equal but polite communication: (a) teachers place themselves as friends of students, (b) students feel comfortable with teachers, and (c) students are still polite to teachers who have the power to give grades, because teachers or extracurricular dance coaches are friendly facilitators and become friends in learning. Thus, students feel comfortable because they consider the teacher as a friend. On the other hand, students still respect teachers; 2) the communication pattern between students in the dance extracurricular group is symmetrical communication: a) they have the same power, b) communication takes place comfortably, and c) there is cohesiveness in learning dance, so that dance extracurricular activities are more fun and create a friendly atmosphere.

The two studies above, both examine communication between teachers and students. The difference with this research is in terms of the focus of the research. The first study examines the interpersonal communication process of counseling teachers and problem students. This research is about the communication patterns of counseling teachers with female students who are victims of KBGO. Although in both studies the communicator is the counseling teacher, a teacher who has a special role as a counselor, the communicator is different. One communicator is a student with a problem, while this research is a student who is vulnerable to becoming a victim of KBGO. In the first study, the counseling teacher acted as a counselor to solve the problem. In the second study, the counseling teacher acted as a counselor to prevent female students from becoming victims of KBGO. The theory used is also different. Previous research used interpersonal communication theory, while this study used the concept of communication patterns. Another difference is that the researcher chose the ethnoscience method to understand the communication patterns between counseling teachers and their students. With this method, researchers try to understand a certain knowledge system or subculture. Thus, the researcher uses more of the research subject's or ethnic insider's point of view. The difference with the second study, although both used the concept of communication patterns, the previous study looked more at the partnership relationship between teachers and students and students with students. In this study, communication patterns are used to prevent female students from avoiding GBV.

Other researchers are [12] Both of them examined the interpersonal communication patterns between teachers and students at the Bengkulu "Melati" Daycare Center. Qualitative research approach and descriptive research type. Data collection techniques with observation, interviews, and literature study. This study found that the communication pattern is primary communication which refers to the effectiveness of interpersonal communication between teachers and students obtained through openness, empathy, supportive attitudes, positive attitudes, and equality which emphasizes the closeness and equality factors that teachers build towards students. From this primary communication, students become easier to understand the teacher's message.

Azeharie and Khotimah's research although both use the communication patterns of teachers and students, but the research participants are different from the researcher's research. They studied communication between teachers and toddlers, while the researcher studied the communication patterns of high school counseling teachers with their students. BK teachers have a special task that is different from other scientific field teachers. BK teachers function to help students to achieve their individual tasks well. For this reason, he must have good interpersonal communication competence, so that he can establish a good relationship with students. Thus students are willing to do *self-disclosure*. Azeharie and Khotimah's research did not explore the concept of self-disclosure, because what was seen was the communication of PAUD teachers with their students who were still toddlers. The purpose of communication is more on how students understand the message conveyed by the teacher. By understanding the teacher's message, students

can carry out the teacher's instructions. The research that researchers plan to examine the communication between counseling teachers and their students is not only limited to the students' understanding of the teacher's message, but more than that. In addition to understanding the message, it is also intended that students are willing to have interpersonal communication with the teacher. With this closeness, students are expected to be more open to the counseling teacher and willing to obey the counseling teacher's recommendations or advice, so as to avoid the KBGO trap

RESEARCH METHODS

This research uses a qualitative approach. Qualitative research is research that aims to explain phenomena with the greatest depth through the most detailed data possible [13] [14] emphasize that qualitative research findings are not obtained through statistical procedures. Similar to Strauss, [15] explains that qualitative research methods are social research methods that collect and analyze data in the form of words and human actions and this research is not to quantify data. If the data collected is in-depth and able to explain the phenomenon under study, then the researcher no longer needs to look for other informants. The researcher is an integral part of the data. He actively participates in determining the type of data desired. The results of the research are casuistic and cannot be generalized.

DISCUSSION

Online gender-based violence is violence that reflects unequal power relations between men and women and perpetuates the subordination of women to men. Within a patriarchal framework, this violence is a symbolic system that gives birth to a series of everyday practices that deny women's rights and reproduce the imbalances and inequalities that exist between the sexes [16].

Globally, gender-based violence against women is still a problem. Each country has its own coping strategy and is determined by each country's policies. In Sweden, for example, the prevention of violence is a government policy at the local and regional levels. Although in practice it faces many obstacles, such as the understanding of gender and violence in society, in addition to the lack of *bottom-up* dialogue [18].

In Indonesia, awareness of the increasing violence during the pandemic and due to *lockdown* policies in various regions prompted the establishment of the Guidelines for Protecting Women's Rights from Discrimination and Gender-Based Violence (GBV). This guide is a cross-ministry/agency guide, local government organizations, and program and service providers for women [17]. In its development, violence against women does not only occur in real life, but also penetrates into the *online* world. Therefore, the violence here is referred to as *Online* Gender-Based Violence (GBV).

Online gender-based violence still occurs frequently in schools, especially during the Covid-19 pandemic, as expressed by Ahmad Musanif *"Yes, it is undeniable that children cannot be separated from online media, especially since the pandemic yesterday, where teaching and learning activities are also through internet media. But we, as teachers, always remind them that cellphones and the internet they have have two different sides. One side can be good, on the other hand, of course there are also many negative elements. We always remind them to use these media wisely. Not for negative things".*

Many ways can be done to prevent the occurrence of KBGO, including the method used at SMA Muhammadiyah 12, *"to prevent KBGO we try to remind students not to use social media excessively, we are wise in using social media to instill students by holding training and education for students"* [19].

It is not only at SMA Muhammadiyah 12 where GBV often occurs, but also at SMA Muhammadiyah 15 Setiabudi, where GBV often occurs to students. *"Usually, GBV occurs with children who have physical deficiencies. I often meet many students who tell me they experience GBV because they have physical deficiencies, for example being called names by their friends"* .

CONCLUSION

From the research conducted, online gender-based violence still occurs a lot to students at SMA Muhammadiyah Jakarta. From the research we conducted, violence mostly occurs to female students and also to children with physical disabilities.

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