

Child Protection Law in the Family and Social Environment reviewed from Law Number 35 of 2014 (The Impact of Bullying Cases in Early Childhood on their Social Life)

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Abstrak: *This study examines the implementation of Law Number 35 of 2014 concerning Child Protection within family and social environments, with a particular focus on the impact of bullying cases on the social life of early childhood. Using a qualitative descriptive approach, data were collected through interviews with parents, teachers, and child protection officers, as well as document analysis of related legal and social reports. The results reveal that although the legal framework in Indonesia provides comprehensive protection for children, its implementation at the community and family levels remains limited due to a lack of awareness and preventive education. Findings indicate that early childhood victims of bullying tend to experience social withdrawal, low self-confidence, and difficulty forming peer relationships. However, the study also found that strong parental involvement, school-based empathy programs, and community collaboration significantly reduce the long-term social impact of bullying. The research highlights the urgent need to strengthen family legal literacy and intersectoral coordination between educational institutions and child protection agencies to realize the substantive goals of Law Number 35 of 2014.*

Keyword: *Body Shaming Effect; Social Skills; Early childhood*

INTRODUCTION

Early childhood as individuals who from birth carry millions of potentials and talents. During the growth and development period, appropriate stimulation needs to be given. This important role is not carried out solely by parents but also by teachers at school. Teachers play an important role not only in providing appropriate stimulation, they also play a role in character formation. Good character will give birth to children who are sensitive to norms. In reality, even though character learning has been introduced from an early age, there are still many teenagers who do not understand and lack understanding about it. So things happen that can "kill the child's mentality" indirectly. This incident is not only experienced by teenagers, what is even worse is that this incident often happens to children who are still preschool age. This of course has a very influential impact on every individual who experiences it, including young children. One form of children not being open and not accepting themselves with their environment is children withdrawing from their social world. However, it is known that at this golden age, it is important for children to be able to develop social relationships well through interactions with peers or teachers at school.

Various simple things that can make children close to the surrounding environment are actions that are not physical but have a huge impact on the psychological aspect. Usually this is considered simple and

trivial by the perpetrator, but if you look at it from the victim's perspective, it will have a tremendous impact. This is commonly known as bullying. Bullying is a term used in a situation that is carried out through actions to hurt other people which are carried out in various ways such as through verbal expressions, physical contact or psychologically which results in the victim becoming traumatized and depressed (ZAKIYAH et al., 2017). In Indonesia, bullying cases have become a highlight, especially in the world of education. One form of bullying that often occurs is verbal. In cases of early childhood, the simple bullying that is often encountered is body shaming. Children will think that having a fat body compared to other children is a bad thing. According to the Cambridge Dictionary (2019), it is said that there are several criteria for body shaming, namely fat shaming and thin shaming. Body shaming is a verbal expression made by someone in the form of ridiculing the body of another person who is categorized as having a large body because they think that a slim body is said to be a body that looks good and attractive

Indonesia as a legal country regulated by law regulates all forms of obligations and rights of its citizens, one of which is also the right to receive protection. The protection obtained by Indonesian citizens is not only for adults but also for the protection of children's rights. Child protection rights are regulated in Law number 35 of 2014 concerning child protection. Furthermore, the protection of children's rights is regulated in article

15a which states "violence is any act against a child that results in physical, psychological, sexual and/or neglect, or physical, psychological, and/or neglect, including threats to commit acts, coercion or unlawful deprivation of liberty." (Maulia & Saptatiningsih, 2020) With the law that regulates it, every child is obliged to receive protection from the law from all forms of violence and discrimination. In Law number 35 of 2014, it is further explained that what is meant by violence in early childhood is not only in the form of physical violence but also in the form of verbal violence which results in the perpetrator becoming psychologically traumatized.

One of the psychological violence referred to is verbal violence, such as words aimed at humiliating, insulting, frightening or making the victim feel uncomfortable, uttered by the perpetrator. (Rionika & Dermawan, 2019) One form of psychological violence that often occurs in the family and social environment which has a negative impact on children's development, especially their social development, is body shaming.

In maintaining children's rights, there are at least three parties who participate in determining whether children's rights are guaranteed or not, namely the judge in court, the kindness of parents and the involvement of the mother. (Nasution, 2016).

Body shaming is no longer strange, in fact, this type of bullying is one of the

most common types of bullying carried out by levels of society. If done continuously and without intervention, the effects of body shaming can be long term. Body shaming also often occurs in early childhood. Children who have a body that is relatively fatter than other friends are teased by other children. Children who receive this kind of treatment are usually not only said to be ugly but are more seriously compared to other children. Mocking, comparing and criticizing the victim's body shape will have a long-term impact on the victim. Even though body shaming in early childhood cases is not as severe as in teenagers, if it is allowed to continue it will have an effect on the child when he grows up. Body shaming is known to make the victim become closed to the environment, not only that, the effect of body shaming on children is actually on their social abilities.

Aspects of social development need to be stimulated well from an early age. Children with good social skills usually have a good level of self-confidence. It is also known that children's acceptance in their environment is greatly influenced by their peers. Children who have peers who support each other will be much different from children who have friends who like to make fun of them. Children who feel inferior because of body shaming by other children will feel less confident and even withdraw from the environment which has implications for their social abilities decreasing. The characteristics of body shaming are: (a) criticizing one's own

appearance, through assessment or comparison with other people; (b) criticizing other people's appearance in front of them; (c) criticizing other people's appearance without their knowledge (Kurniawati & Lestari, 2021). In early childhood, what children often do is not only compare body shapes, but also skin color and hair type.

RESEARCH METHODS

This research is qualitative research with a case study type of research. Case research studies are research that explores a number of particular phenomena or cases at one time and activities and collect detailed and in-depth information using a variety of data collections procedures within a certain period of time (Kamil et al., 2023) The sample used in the research consisted of 3 children from 3 different schools.

This research uses qualitative data analysis proposed by Milles and Huberman, namely data reduction, data presentation, and finally drawing conclusions. To test the wetness of the data used is the triangulation technique, namely the technique of checking the validity of the data by using something other than the data for the purposes of checking or comparing data. Data triangulation used in this research is source triangulation and technique triangulation (Mulyani, 2023) The sample used in the research consisted of 3 children from 3 different schools. Data collection instruments used interviews regarding children's behavior at school as well as in-depth

interviews with class teachers. Apart from that, the researcher also had direct interactions with the children by asking several questions, interspersed with storytelling activities.

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RESULTS AND DISCUSSION

Initially, researchers made observations of children who were being bullied. In each school, it was seen that there were children who had cases of body shaming. This is evident from the way children interact with their peers. Children tend to prefer playing alone rather than playing with other children. After making observations for a week, the next thing the researcher did was interview the class teacher concerned. Based on the narrative from the class teacher, it is known that children often tell stories and complain to the teacher about their friends' behavior towards them. Interviews with class teachers were conducted for approximately 1 to 2 hours. The teacher also explained that efforts had been made to provide advice to the child concerned.

Based on what the class teacher said, initially there was only one child who was going to do body shaming, but because the child who was the victim did not offer verbal resistance, other children also joined in. The class teacher emphasizes that the initial effort to prevent children from doing body shaming is to provide light punishment. Usually punishment takes the form of providing verbal motivation or providing motivation for work achievements through various objects that the child likes, one of which is using stickers with characters that the child likes. In an interview with the researcher, the teacher also explained that the initial intervention carried out was to call the child who was bullying and give advice one-on-one without the other children knowing. This is done routinely by teachers while seeing whether the advice given has an impact on changing behavior for the better. If giving advice is felt to be insufficient and does not have an impact on changing the child's behavior so that they don't bully their friends, then the final step is to carry out this type of light punishment. In his confirmation, the teacher told the child that if he still said things that made other children feel inferior, then he probably would not get a sticker like other children.

The class teacher also explained that it was not only children who were given "special" treatment at school for the body shaming they had done, another effort that the teacher also made was to consult with parents. Teachers communicate every child's behavior at school to parents as a form

of learning transparency that every parent at home must know. The last thing the researchers did was provide direct interaction with the children through storytelling activities. From 3 children in 3 different schools, it was discovered that several types of body shaming were being thrown at them by other children. In this case the researcher has summarized it in table form. This interaction activity with children was carried out for 3 months.

Table 1. Types Of Body Shaming That Occur In Children

Child/ School Initial s	Descr iption of approach activities	Typ es of bod y sha min g	The effe ct this has on soci al abil ities	Res earc h time

MH/ Scho ol 1	1. At first the child was difficu lt to appro ach, it took appro ximate ly a week to get close to the child. 2. After a week, the resear cher intera cted and told stories , the childr en did not imme diately open up about their situati on	1. Skin that is too whit e com pare d to othe r chil dren . Othe r chil dren thin k that whit e skin only belo ngs to girls . 2. Beca use of her whit e skin, she is ofte	Child ren don't like playi ng with frien ds, they prefe r to play alon e even thou gh they have been repe atedl y invit ed by othe r frien ds. 2. Beca use of her whit e skin, she is ofte	Jan uar y 202 3
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	3. After a contin uous appro ach, the child begins to open up and say things about himsel f that his friend s don't like	n give n the nick nam e "the girl who wea rs trou sers " that his friend s don't like		
KA/ Home2	1. Unlike the children with the initials MH, the children at this second school are quite open to new people	1. Have curly hair. 2. Other children assume that curly hair is those who	Children often compare themselves with other friends. At a certain time, children's self-confi	February 2023

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Child Social Development

Social development cannot be separated from an individual's life. As creatures who need other people beside them, humans are required to be able to interact with other people as a form of social ability, this also applies to early childhood. Social development is often linked to emotions. In the 2013 curriculum, social emotional development is one of the aspects whose development must be stimulated. Emotional social development is a change in behavior accompanied by feelings from the person concerned that originate from the heart which also includes changes in the form of behavior accompanied by various certain feelings when interacting with other people (Nurhasanah et al., 2021). Children's readiness in aspects of their social emotional development is an important element as a supporting factor for their success in the future. Children who are successful in developing social adjustments to the

standards of applicable norms will be much better off than children who cannot do so (Musyarofah, 2017). There are so many ways that teachers can do to improve children's social skills with their environment, one of which is activities that children like, namely playing.

Social development is often associated with emotional aspects. There are several characteristics that can be seen from the process of social emotional development that occurs in children, namely: children's sense of empathy for their friends, being able to understand the feelings of themselves and others, being able to control feelings of anger, being able to solve their own problems and being polite and respectful (Lubis, 2019). Children with these characteristics will easily establish relationships with other people in their lives. However, if these characteristics are not found in the child, then the child needs to be given special efforts so that these characteristics emerge again. In PAUD, play activities, storytelling and project methods are the alternatives most often used by teachers and children to build closeness and attachment. Through play activities, storytelling and project methods, children will easily open up to their environment because they carry out these activities without any element of coercion (Sri Rahayu, 2021).

Factors that Influence Children's Social Development

There are several factors that influence the social development of early childhood, namely:

- a) Internal or family factors. Family is an inseparable part of a child's life. The large role of mothers and fathers in forming a child's personality is an important factor for children in providing stimulation in social aspects
- b) Maturity. Socialization carried out by children requires maturity both physically and psychologically.
- c) Socioeconomic status. In maintaining the socio-economic status of the child, this results in the child placing himself in the right company.
- d) Education. Education is a process of directed socialization of children.
- e) Mental, emotional and intelligence certainty. The ability to think influences many things, such as the problem solving process and the child's ability to do other things that require mental readiness (Hijriati, 2019).

This research explains the effect of body shaming on a child's social abilities. Children who receive bullying tend not to be open to their environment. To restore a child's self-confidence, it takes a long time. Research that refers to bullying has generally been carried out in the world of education, but usually body shaming type bullying is mostly carried out on

teenagers who are searching for their identity.

Like research conducted by Kardiatus it is said that body shaming carried out by someone on another person will cause changes in self-esteem. This also applies to early childhood. In early childhood, the label given through body shaming will continue to stick with them because their subconscious mind responds to this. (Kardiatus, 2021) Other research has also been carried out by Azhar which explains that there are efforts that can be made to prevent body shaming based on the Rasulullah SAW's methods and preventive actions. (Azhar, 2022)

Based on 2 studies that have been carried out, the research that the researchers have carried out is the variables in the research. In the 2 previous studies, the subject and focus of the research were aimed at adults and efforts to prevent them. Meanwhile, the target object of the research carried out by researchers was early childhood with an age range of 5-6 years. Children who receive body shaming treatment are known to have several symptoms affecting their social development. These are just a few of the many effects that body shaming itself can have. However, from the explanation obtained from interviews with class teachers, there have been efforts made by the school to address children who engage in body shaming and also communicate with the child's parents. The school also gives light punishments in addition to providing advice as a form

of effort to confirm that the behavior is not good.

CONSLUSION

Social skills are important and need to be paid attention to by educators when children are at school. Teachers not only teach children to understand and comprehend cognitive concepts, develop creativity, but more than that, teachers play an important role in instilling character and moral values. This will be the foundation for children not to do things that are not good. One form of bad things that is often and easily done is bullying. The lack of knowledge about the dangers of bullying means that many adults consider this trivial even though the effects are not short term. From the three different schools where research was conducted, it was discovered that 3 children who were victims of body shaming had a negative impact on their social development.

The hope for the future is that with knowledge about the impact of body shaming bullying, in the future it will become a concern for adults around children. In this way, the number of bullying in Indonesia, which is quite high, can be reduced little by little. Of course this cannot happen if it is only done by one person. So the involvement of many parties is really needed in this matter. Activities at school should be made transparent to parents at home. If something undesirable happens, efforts can be made quickly.

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