

## THE VIOLENCE AGAINST WOMAN AND CHILDREN PREVENTION PROGRAM: A MICROSYSTEM INTERVENTION

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### Abstract

**Key words:**  
violence  
against,  
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women,  
migrant  
workers,  
microsystem  
intervention

*The globalisation of the world's current fluctuating economic conditions has resulted in the need and ease of working in other countries, leading many Indonesians to work in other countries. One of these countries is Malaysia. Most Indonesian workers in Malaysia are employed in non-formal and informal sectors that do not require specific academic qualifications, including workers in oil palm plantations. Based on analysis of communities living in oil palm plantations in Sabah, there are several preliminary findings, but one problem that is quite common is the increase in domestic violence, including violence against children and women, experienced by migrant workers. This problem needs to be addressed immediately so that it does not become a cycle passed on from generation to generation. The method of implementation of this international community service uses two modes, namely synchronous 1 time and asynchronous (2-3 meetings). The implementation is done by providing material and support to workers who experience violence from both their partners and their superiors. Therefore, the Universitas Terbuka, Ladang FGV Lahat Datu Sabah and University Malaysia Sabah (UMS) collaborate to conduct community service activities on a regular and continuous basis. The results obtained showed that the workers showed increased awareness in terms of knowing and responding to forms of violence in their environment, the importance of supporting victims of violence from the environment.*

### Abstrak

**Kata Kunci:**  
pekerja  
migrant,  
kekerasan  
terhadap anak  
dan  
Perempuan,  
pencegahan  
kekerasan

Globalisasi kondisi perekonomian dunia saat ini yang fluktuatif mengakibatkan adanya kebutuhan dan kemudahan untuk bekerja di negara lain menimbulkan banyaknya masyarakat Indonesia yang berkerja di negara lain. Salah satunya adalah di Malaysia. Sebaigain besar pekerja Indonesia di Malaysia ada di sector non formal dan informal yang tidak membutuhkan kualifikasi akademik tertentu, diantaranya pekerja di perkebunan sawit. Berdasarkan analisis yang dilakukan terhadap masyarakat yang tinggal di perkebunan kelapa sawit Sabah, terdapat berbagai identifikasi awal, masalah yang cukup banyak terjadi adalah maraknya kekerasan dalam rumah tangga, termasuk kekerasan terhadap anak dan perempuan yang dialami oleh pekerja migran. Permasalahan ini harus segera diatasi agar tidak menjadi siklus yang diwariskan secara turun temurun pada generasi berikutnya. Metode pelaksanaan pengabdian masyarakat internasional ini menggunakan dua moda, yaitu sinkronus sebanyak 1 kali dan asinkronus (2-3 pertemuan). Pelaksanaan dilakukan melalui penyampaian materi dan pendampingan bagi para pekerja yang

mengalami kekerasan baik dari pasangannya, maupun dari atasannya. Oleh karena itu, Universitas Terbuka, Ladang FGV Lahat Datu Sabah dan University Malaysia Sabah (UMS) berkolaborasi melakukan kegiatan pengabdian masyarakat secara berkala dan berkesinambungan. Hasil yang diperoleh menunjukkan bahwa para pekerja menunjukkan peningkatan kesadaran tentang pengetahuan dan cara bereaksi terhadap bentuk-bentuk kekerasan di lingkungannya; pentingnya dukungan terhadap para korban kekerasan dari lingkungan sekitar.

## A. INTRODUCTION

Palm oil commodities are one of the leading businesses for several countries, such as Malaysia and Indonesia. In Malaysia, Sabah is one of the regions that has quite extensive palm oil plantations; it is about 1.5 million ha or 26.5% of the total area of palm oil plantations in Malaysia, with an export value of 16.6 billion RM or 4 billion USD or the equivalent of 58 trillion rupiah in 2018. Palm Oil Plantation, which requires a lot of workers, is also used to overcome the problem of unemployment through the program for Indonesian Migrant Workers (PMI-Pekerja Migran Indonesia). With such large palm oil plantations, many workers are needed. So, it is unsurprising that many palm oil plantation workers in Sabah are migrant workers, many of whom are from Indonesia. As a result, The PMI placement program is designed to accommodate the needs of migrant workers at palm oil plantations. The PMI placement program provides excellent benefits to strengthen the relations between countries (Indonesia-Malaysia), encouraging work experience and technological expertise, and increasing payments in the country's payment balance (foreign exchange).

The A major problem for Indonesian migrant workers on oil palm plantations is the presence of their children. Children are particularly vulnerable to violence and deprivation, both physical and psychological. Based on initial interviews with migrant communities in Lahat Sabah, most parents and families do not have adequate knowledge of the forms of violence. The forms of violence that women and children may experience are diverse and include physical, verbal, psychological and sexual violence (Ali et al., 2023; Anwar et al., 2023; Hidayat, 2021). Violence experienced by women and children, some of which is caused by economic and gender-based violence, physical violence, the perception of women and children and racial discrimination (Anwar et al., 2023; Hidayat, 2021; Santos, 2023). The number of cases of violence against children and women continues to rise year on year, and actual cases are far higher than reported and have become a problem in almost all countries, including Indonesia and Malaysia (Izzati, 2024; Sodah, 2023; Utami et al., 2024; Utaminingsih & Fitri, 2023).

Many people in Indonesia, especially children, still do not understand that the category of sexual violence starts from the 'lightest' form and is not always about extreme acts. The definition of sexual violence is still associated only with rape. In fact, verbal or non-physical violence can also have severe psychological impacts on them. Apart from children, women are also a group that is vulnerable to violence. Some incidents dealt with by organisations specialising in dealing with victims of violence, sexual harassment, verbal or physical abuse, unpaid salary, maltreatment, victims of human trafficking, rape, and murder are incidents that (Angjaya et al., 2024; Öhman et al., 2024; Utaminingsih & Fitri, 2023).

Migrant CARE data shows that at least five out of 10 domestic workers (PRT) experience sexual violence while working. Women migrant workers are vulnerable to experiencing gender-based violence, especially sexual violence. This is experienced by female migrant workers not only when they arrive in their destination country. However, before leaving, they had also experienced several acts of violence ranging from sexual harassment, forced abortions, rape, which occurred in illegal shelters and transit houses. Based on the 2014 National Commission on Violence Against Women's Annual Records, there were 310 cases of human trafficking that occurred among female migrant workers, and 226 cases of violence occurred against female migrant workers. This violence occurred during the recruitment period, placement, and until returning home.

Violence against children and women is related to low education, domestic conflict, and psychological well-being. Access to education for children in the Indonesia-Malaysia border area is an issue for both Indonesia-Malaysia countries. Getting access to education is the right of every citizen guaranteed by the Constitution. The state's inability to provide adequate educational access/services in the Indonesia-Malaysia border area has been overcome by a cooperation scheme between the two countries, Indonesia-Malaysia, through a partnership with the private sector. Regarding education for the children of Indonesian Migrant Workers (PMI) in the Sabah-Sarawak region, the Transnational Public-Private Partnership has initiated the establishment of a Community Learning Center. The Community Learning Center, or what is usually called CLC, is a non-formal educational institution. Its implementation is intended for children of Indonesian migrant workers (PMI) who work in oil palm plantation areas.

Community Learning Center (CLC) education services are spread across Malaysia's Sabah and Sarawak regions. In its implementation, CLC is

under the coordination of the Kota Kinabalu Indonesian School (SIKK) as the primary school and three representative offices of the Republic of Indonesia in Sabah Sarawak, Consulate General of the Republic of Indonesia Kota Kinabalu (Sabah), Consulate General of the Republic of Indonesia (Kuching-Sarawak), Consulate of the Republic of Indonesia Tawau (Sabah). The educational services facilitated by CLC are at the elementary school (SD) and junior high school (SMP) levels. CLC was initiated to fulfill the educational rights of the children of Indonesian Migrant Workers (PMI) residing in Sabah and Sarawak, Malaysia, who were not reached by SIKK as the main school due to the long distance and limited student capacity.

From the various phenomena described above, we conclude that the dark side of the problems surrounding Indonesian migrant workers includes 1) the rise of domestic violence, including violence against children and women. 2) lagging behind in the education and development process for children, 3) low level of awareness of nutrition and health, 4) economic management, which tends to be used for consumptive purposes only, and 5) mental health problems. 6) low level of legal awareness of migrants regarding the labor law.

## **B. METHOD**

The first thing to do is to collect data about teachers and the situation. This data collection will take place before the implementation begins. This data collection is also intended as a commitment from the teachers to participate in this training. After knowing the teachers and the community that will participate in the training, an initial survey will be conducted. This is done to target the needs of the community. The next stage is to create training materials. At the end of this activity, an evaluation will be conducted using a questionnaire distributed to the participants after the activity is completed. The questionnaire results will be processed to determine the outcomes. The processed questionnaire results will be used as a guide in conducting activities in Community Service in the following year.

The method of implementing this international community service uses two modes, namely offline (sinkronus) and online (asinkronus). Offline activities will be carried out in the initial activity, namely the delivery of material (educational Aids, books) and the equation of perceptions with community services participants and the final activity which is an evaluation of the results or implementation of the programme that has been carried

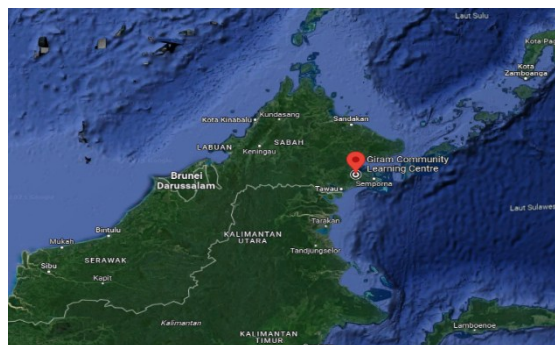
out. This last offline activity will also be a need assessment for the sustainability of the programme in the following year. Online activities will be carried out during the finalization of the material, and progress activities around 3-4 meetings).

The implementation method is carried out through a lecture system (delivery of material), focus group discussions, and direct practice methods related to the material presented. This method is almost identical to the community service activities carried out in the plantation area (Herawati et al., 2024). The implementation of activities is also carried out in collaboration with the University of Malaysia Sabah (UMS) as a partner in developing materials and implementing activities as a whole. Participants consist of teachers, parents (especially those who live in the fields/farm workers) and students.

### Location

This community service will be conducted at the FGV Plantation Malaysia "Community Learning Center," Lahat Sabah. FGV collaborates with the Indonesian Embassy, the Indonesian Consulate General in Tawau, as well as the Private Education and Special Education Division of the Sabah Ministry of National Education to organize a Community Learning Center, which has been inaugurated by the governments of Malaysia and Indonesia.

Figure 1. . Maps of a Community Learning Center (<https://www.google.com/maps/>)



### Participants Program

#### 1. Parents

The target participants in this community service are families of Indonesian migrant workers who work around Sabah palm oil plantations, especially parents who have children.

2. The teachers at the Community Learning Center, FGV Sabah, and teachers located around the Sabah palm oil plantations.
3. Students  
The students at Community Learning Center FGV Sabah. They are children of migrant workers at oil palm plantations.

### **Content**

The content or material to be delivered is about:

1. Types of sexual violence and abuse that may occur in school children, from early childhood to adolescence.
2. Tips and tricks on how to avoid/refuse or prevent sexual violence and harassment in children and adolescents and how to protect yourself.
3. How teachers can identify students who experience sexual violence and harassment and how to handle or provide first aid or protect children who are victims of sexual violence and harassment.
4. The role of parents and the community in preventing, overcoming and protecting the occurrence of violence and sexual harassment in the school environment, family and community.

Utilisation of technology used in the implementation of this International Community Services (CS) is online learning applications, such as Zoom Meeting and Ms Teams Meeting. Both will be used in the material delivery session and progress check which is planned to be held after the delivery of the initial material and before the programme evaluation at the end of the activity. In addition, the quiz application is also used to distribute assessment instruments that will capture data on the understanding, knowledge and skills of Community Services (CS) participants about the material presented. At the end of the program, we plan to create a kind of complaint application for students and teachers related to sexual violence and harassment in the school environment. This application will be managed by the school and community partners.

### **C. RESULT AND DISCUSSION**

In an effort to overcome violence against women and children, the International Community Service program "The Violence Against Women and Children Prevention Program: A Microsystem Intervention" has been implemented. The program involves Universitas Terbuka of Indonesia, Universiti Malaysia Sabah, and Mercubuana University (Universitas Mercu

Buana/UMB). The program uses offline and online methods to ensure effective and thorough implementation. The implementation of the program began with a cooperation agreement between UT, UMS, UMB and FGV to equalize perceptions related to the community service program that will be implemented.

Figure 2. The international community service program Teams received by the Consul General of the Republic of Indonesia at the Consulate General's office in Kinabalu.



Based on the methodology carried out, some of the results that have been achieved in this community service program are:

1. Survey and Analysis of Initial Needs of CS Partners

The initial survey was conducted to identify the needs of the community who will take part in the training. The survey results showed that most participants needed training on community-based interventions and handling the psychological impact of violence. Furthermore, participant data collection was carried out before the implementation of the program began. This process includes identifying teachers and the community who will be attending the training as well as understanding their situation. A total of 37 Indonesian teachers and migrant workers in Malaysia were registered as participants. This data collection also confirms the commitment of teachers and the community to participate in training.

2. Material Creation

The training materials were developed based on the results of the initial survey and covered topics such as violence against women and children, the psychological impact of violence, and community-based intervention strategies. This material is also equipped with Educational Teaching Aids and books to support the learning process.

This International Community Service activity was delivered by two main speakers as the main speakers, namely Dr. Sri Tatminingsih, M.Pd from Universitas Terbuka and Mr. Mohd. Sobri Bin Ismail, B.A., M.A from Universiti Malaysia Sabah. This activity is carried out in a hybrid manner to ensure flexibility and wider reach. The two speakers and the collaborating team provided in-depth insights into the importance of community-based interventions in preventing violence against women and children and their impact on mental well-being. The material presented includes intervention strategies, the psychological impact of violence, and practical approaches that can be applied in the community to create a safe and supportive environment.

The material presented includes:

1. **The Importance of Community-Based Interventions:** Dr. Sri Tatminingsih emphasized the importance of a community-based approach in dealing with violence. He explained that interventions that involve the community directly are more effective in reducing the risk and impact of violence. Through education, awareness-raising, and local system support, communities can play an active role in creating a safe environment.

Figure 3. The implementation of blended activities (offline and online)



2. **The Psychological Impact of Violence:** Encik Mohd. Sobri Bin Ismail highlighted the long-term psychological impact of violence on victims, especially women and children. He explained that violence not only leaves physical but also deep mental scars. Therefore, creating a supportive and safe environment is key to the recovery and mental well-being of victims.

Figure 4. Sinkronus Implementation of Activities at The Location



3. **Practical Strategies for Intervention:** The material also includes practical strategies that can be applied by participants in their communities. This includes how to recognize signs of violence, steps to provide initial support, and how to build a strong local support network.
4. **Application of Educational Teaching Aids:** Team members, Fitra Jaya, M.Pd, Noviana Mustapa, Ph.D, and Nova Tri Prasetyo, M.Pd, participated in conveying the use of Educational Teaching Aids (Alat Permainan Edukatif/APE) and books as a means to increase community understanding and awareness. APE is designed to facilitate the delivery of information and increase active participation of participants.

This International CS program received a very positive response from various circles. The participation of parents, teachers, and students who are families of migrant workers in Sabah oil palm plantations showed high enthusiasm.

**a. Number of participants**

This program was attended by 37 migrant workers consisting of parents, teachers, and students. Each of these groups plays an important role in the success of the program, with parents playing a role in supporting their children, teachers playing a role in education, and students as the main beneficiaries of the program.

Figure 5. The atmosphere of community service participants



#### **b. Feedback and Participation**

Feedback is collected through questionnaires given at the end of each session. The majority of participants reported an increase in their understanding of violence against women and children, as well as ways to prevent and treat it. Participants also stated that this program provided them with useful knowledge to apply in daily life. The questionnaire instrument also evaluates the effectiveness of the material and delivery methods. The results showed that the methods used, which were a combination of lectures, focus group discussions, and hands-on practice, were very effective in conveying information and building skills.

#### **c. Capacity Building and Empowerment**

One of the main objectives of the program is to increase local capacity through education and training. The results show that this program has successfully achieved these goals in several important aspects.

##### **1. Learning and Skills**

Participants showed significant improvements in their knowledge and skills. They are now better able to identify signs of violence and know the steps. The training also equips them with better communication skills to cope with violent situations.

##### **2. Community Empowerment:**

The program also focuses on community empowerment. Participants were taught how to build a support network within their own community, which can help in preventing and handling cases of violence. This includes training in the use of local resources and the establishment of support groups that can provide direct assistance.

#### **d. Psychological and Social Impact**

Violence against women and children has not only physical, but also profound psychological and social impacts. This program successfully addresses both aspects through comprehensive interventions.

1. Psychological Impact

Participants reported an improvement in mental well-being after participating in this program. They feel more empowered and ready to face challenges that may arise. Increased understanding of violence also helps them reduce the fear and anxiety that often accompany violent situations.

2. Social Impact

At the social level, the program has succeeded in increasing solidarity and cooperation among community members. They are now better equipped to support each other and cooperate in preventing and handling cases of violence. Increased community involvement also helps in building a safer and more supportive environment.

**e. Program Sustainability**

Sustainability is one of the main focuses of the program. Several steps have been taken to ensure that the positive impact of this program can continue to be felt in the future.

1. Electronic Devices and Reading Corner Grants

This grant aims to increase literacy and support continuing education in the community. With these resources in place, communities can continue to learn and develop their skills.

2. Community Commitment

Participants showed a strong commitment to continue the initiatives that have been initiated by the program. They plan to hold regular training sessions and discussions to ensure that the knowledge and skills gained can continue to be used and improved.

3. Continuous Evaluation

The program also includes a plan for ongoing evaluation, which will assist in assessing the effectiveness of the program and making necessary improvements. This evaluation will include the collection of data on the long-term impact of the program and feedback from participants.

The International Community Service Program has successfully achieved its goal of raising awareness, skills, and community support in preventing violence against women and children. Through a comprehensive and innovative approach, the program has had a

significant positive impact on the mental and social well-being of the migrant worker community in Sabah. The sustainability of the program is supported by community commitment and the use of innovative technology, ensuring that the positive impact of this program can continue to be felt in the near future.

### **Assessment of the Achievement of the Community Service Program**

Based on the results of the questionnaire, observation and data processing carried out

No	Statement	Presented
1	Knowledge gained by partners after participating in activities	90
2	Skills that partners gain after participating in activities	85
3	Partners' enthusiasm for activities	89
4	Partner participation in participating in activities	94
5	Partner behavior during the program	92
6	The activeness of partners during participating in activities	95
7	The level of understanding of partners after participating in the activity	85

### **D. CONCLUSION**

Based on the series of community service activities that have been carried out, we can conclude as follows.

1. The program successfully raised awareness about forms of violence and how to prevent them among the Indonesian migrant worker community in Sabah, Malaysia. Through education and workshops, participants became more sensitive and ready to act in situations of violence.
2. Participants gained in-depth and practical knowledge about violence prevention through community-based interventions. This includes increasing the capacity of local leaders, educators, and social workers to support violence prevention efforts in their neighborhoods.
3. The program also highlights the importance of psychological support for victims of violence. The speaker emphasized that violence not only has a physical impact but also has a long-term effect on the mental health of the victim.

4. The handover of grants in the form of electronic devices and reading corners shows the program's commitment to supporting the sustainability of the positive impacts that have been achieved. This will help improve literacy and provide ongoing support for the community.
5. Positive Responses from Participants expressed a positive impression of the program, emphasizing that the microsystems approach used opened their eyes to the importance of the role of community in creating a safe environment.

### **Advice**

Based on the results of this program, some suggestions that can be given for the development and improvement of the program in the future are:

1. Program Replication and Expansion

Given the success of this program, it is highly recommended to replicate this program in various other locations with communities of migrant workers who have similar problems. The program's expansion into other areas will help reach more individuals in need.

2. Improvement of Facilities and Resources

Expanding the use of technology and improving available facilities, such as violence reporting apps, will go a long way in making it easier to access and report violence. It also includes increased resources for education and psychological support.

3. Wider Partnership

Involving more partners, both from the government and private sectors, will help in expanding the reach and impact of the program. Partnerships with international organizations can also provide additional perspective and resources.

4. Development of More Interactive Educational Materials

Developing more interactive and participatory educational materials can increase participant engagement and understanding. The use of multimedia and real-world case simulations can be one way to achieve this.

5. Economic Empowerment

In addition to focusing on violence prevention, the program can also integrate an economic empowerment component to support the overall well-being of the community. Skills training and entrepreneurship programs can help address economic problems that are one of the root causes of violence.

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