

# Insight on Cyberbullying & Online Sexual Exploitation and Abuse of Children and Youth in Indonesia





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# Foreword

The increased global access to technology platforms and the Internet has been accompanied by children's online presence. Especially over the last few years, children's lives moved increasingly online due to the COVID-19 pandemic. And while the digital world is replete with myriad benefits and opportunities, it also significantly contributes to children's increased risk of harm.

As ChildFund International in Indonesia (hereafter referred to as ChildFund) entered its new five-year strategic plan (2021-2026), we recognized the continued need to address the root causes and emerging issues pre- and post-COVID-19, in order to ensure safe, protected, healthy, and educated children and youth. The increased access to the internet in Indonesia, combined with the effects of COVID-19, has led ChildFund to decide to significantly increase its focus on online abuse, including sexual exploitation and cyberbullying. In addition to further informing our programmatic interventions to reduce risks and harm to children, this Assessment of Online Sexual Exploitation and Abuse of Children will further also to work with parents, caregivers, and teachers for a safe and inclusive online world for children.

The findings of the research are revealing. The pandemic brought into play the best and worst of the digital world, especially for children and youth. The study found that almost 50% of high school and university students were bullied, online out of which a whopping 59% stated that this has happened over the past three months. The cyberbullying ranges from sharing private information, exclusion, stalking, defamation, harassment and sexual violence, threats, and extortion. Re-victimization is a recurrent theme in the research and so is the conclusion that exposure to traditional bullying will put children and adolescents at higher risk of being the victims of cyberbullying. The assessment came up with a set of useful recommendations grouped under government, schools, and parents/ caregivers. These will be carefully studied by ChildFund and used for future programming to address the issues of online sexual exploitation and cyberbullying. The time to act is now!

I would like to thank my colleagues Reny Haning, Child Protection and Advocacy Specialist, for skillfully leading the research team, and Aloy Suratin, Program and Sponsorship Director, for his supervision. Thank you to the Ministry of Women Empowerment and Child Protection, the Ministry of Social Affairs, the National Development Planning Bureau, the Police Dept, and the District Governments of Atambua, Central Java, Jakarta, Kupang and Lampung. Finally, a heartfelt gratitude to you to the schools and university and all children and youth who provided data, information, and case studies.

Jakarta, October 2022.

Hanneke Oudkerk  
Country Director Indonesia  
ChildFund International

# Insight on Cyber-Bullying and Online Sexual Exploitation and Abuse in Indonesia

## Summary of Research

### Objectives:

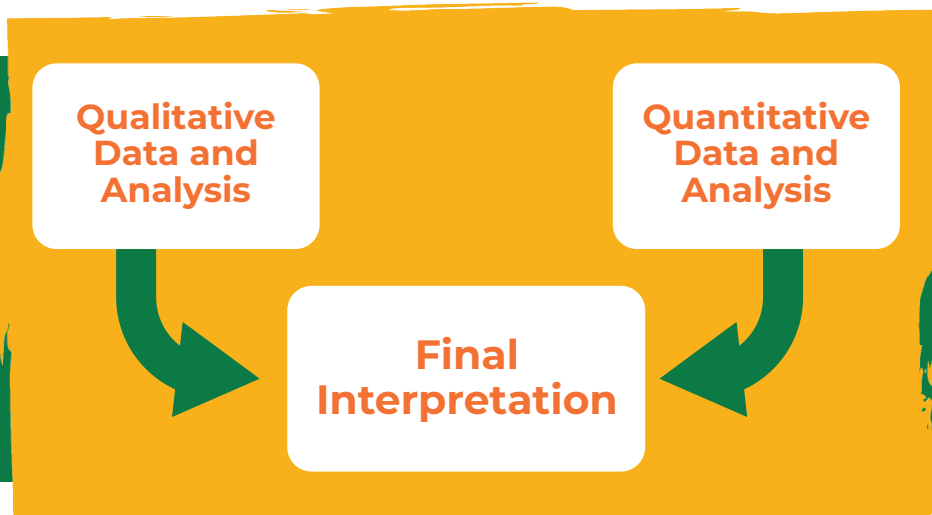
- To develop a solid assessment of online sexual exploitation and abuse, cyber-bullying, and cyber victimization in Indonesia.
- To construct the OSEAC case, and estimate the magnitude of cyberbullying and cyber victimization and analyze its complexity in Indonesia.
- To develop a systematic solution for reducing children's vulnerability and risks to digital violence.

The objectives are explored through the questions:

- i** What is the typologist of OSEAC in Indonesia? What motives or causes OSEAC in Indonesia and its impact?
- ii** What are the definitions of cyberbullying and cyber victimization?
- iii** What is the prevalence's of cyberbullying and cyber victimization in Indonesia?
- iv** What factors contribute to cyberbullying and cyber victimization?
- v** What are the barriers to cyberbullying and cyber victimization cases to be reported?
- vi** What are the practices/programs preventing cyberbullying and cyber victimization? How effective is the program in preventing them?
- vii** What is the recommendation for preventing and addressing OSEAC at home, school, community, and government?

The results of this research will contribute to the development of designing, planning, and evaluating the policies and programs for strengthening online and offline child protection system in Indonesia.

## Research Design

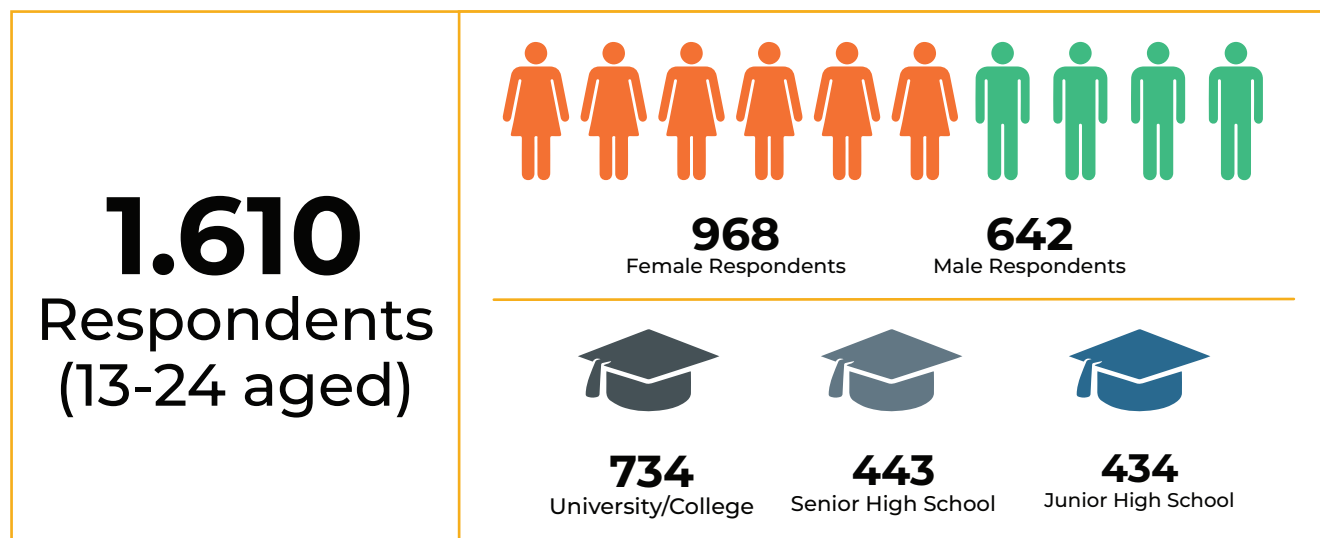
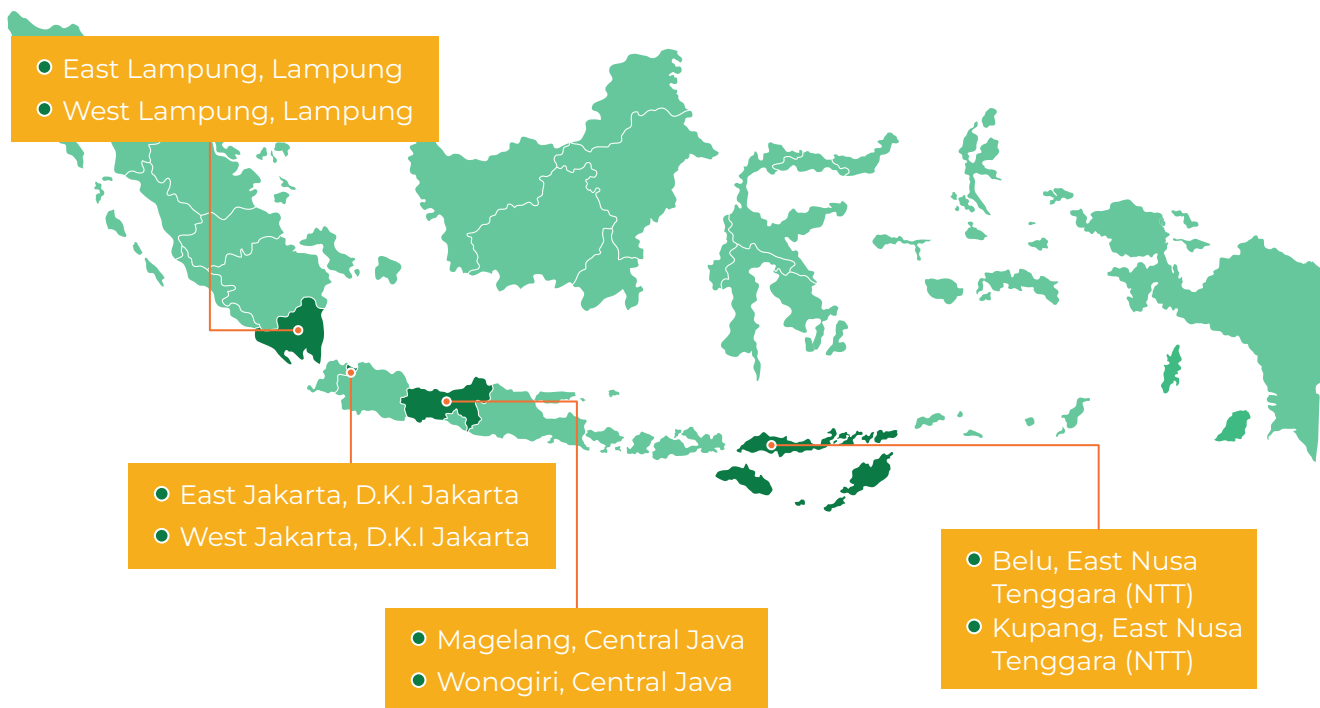


The study employs mixed methods approach by using qualitative and quantitative data collection. The qualitative data collection was conducted through a literature review, case analysis, Focus Group Discussion (FGD), and Key Informant Interview (KII). The laws/regulations that were reviewed includes international convention and domestic laws. In the meantime, case analysis analyzed the news related to OSEAC, cyberbullying, and cyber victimization cases published in mass media, including social media posts. The researcher used 18 (eighteen) relevant keywords to crawl the data, such as "cyberbullying," "stalking," "body shaming," etc. The case analysis helped us understand the contextualized typologies of Indonesia's OSEAC, cyberbullying, and cyber victimization cases. The research also conducts two Focus Group of Discussions (FGDs) and interviews several key informants.

To estimate the prevalence of cyberbullying, this study adopts Cybervictimization Scale (CYBVICS) as a tool to measure cyberbullying and cyber victimization, with several modifications, including reducing the items into nine types of cyberbullying, and it only measures the cyberbullying experience in the past 3 (three) months rather than 12 (twelve) months. The statements were also categorized into perpetrators or cyberbullying behavior and cyber victimization or their experience as the victims. As the tools do not include sexual harassment and abuse, the researcher added 2 (two) items based on the case analysis and literature review.

In measuring bystander behavior, the researcher used an instrument from Moxey and Bussey (2019) that identified three types of bystanders' behavior toward cyberbullying. The research also adds some items to test some variables that might contribute to cyberbullying behavior or influence the victims to experience cyberbullying, such as the perception of cyberbullying's severity, perceived descriptive norm, response to cyberbullying behavior, the experience of traditional bullying, self-esteem, empathy, social anxiety, aggressivity, parental supervision, support from friends, awareness of cyberbullying, exposure to harmful content. The researcher also adds one item to measure the influence of legal information on behavior on the internet.

## Research Location



The quantitative data was collected by surveying students and youth aged 13-24 in four provinces in Indonesia: DKI Jakarta, Central Java, Lampung, and East Nusa Tenggara. The survey employs Computer-Assisted Self Interviewing (CASI), allowing the respondents to complete the survey questionnaire without an interviewer administering it to the respondent. The survey employs multistage random sampling to select the appropriate sample. First-stage randomization was used to determine 2 (two) targeted districts in each province. Randomization is also implemented in selecting schools/universities. After the school/university was chosen, random cluster sampling was used to decide which class/program in the school/university should participate in the study. The survey reached 1610 respondents, with MoE  $\pm 2,39\%$  and a 95% Confident Interval (CI).

# Ethical Review and Ethical Consideration

The research employs several ethical considerations that guides the team throughout the process:

Informed and voluntary consent is required from all participants; for the participants under 18 years old, the data collection started after the parents give their consent and the respondent gives their consent too (dual consent). In this research, there was a case when a parent contacts the team to understand more about the research before, she provided her consent.

Confidentiality should always be maintained. ChildFund International Indonesia protect and manage children's sensitive information in a manner that is respectful, professional, confidential, and compliant with applicable laws. The confidentiality of information includes information on children, as well as information relating to any alleged case of child cases of child abuse, neglect, or exploitation, including information on alleged or actual perpetrators.

Do Not Harm principles ensure the safety of all informants and researchers. This is also to understand and monitor the threat people received and what makes them vulnerable, avoiding putting people in. And/or adding vulnerable situations, listen to people when they raise concerns about the harm we might be causing, pass those concerns on, and ask for advice.

Respond immediately and appropriately to distress, disclose or request for assistance from research informants and researchers.

Research integrity ensures the quality, accuracy, and beneficence of the research.

ChildFund team has been granted ethical clearance from Ethical Committee, Universitas Katolik Atma Jaya, Jakarta.

## Key Findings on OSEAC

Online Sexual Exploitation and Abused Against Children (OSEAC) is a complex issue, and children might experience multiple exploitations in one continuum of crimes. Based on the cases identified from various sources, OSEAC in Indonesia can be categorized into 5 (five) types: online sexual grooming, live streaming of child sexual abuse material (CSAM) and Exploitation material (CSEM), production and distribution of CSAM/CSEM, blackmail/extortion, and trafficking in person and online prostitution. The perpetrators of OSEAC can be unknown or strangers, but there are cases where the perpetrators are acquaintances or close relatives. As technology can be used to expand real-life violence, the abuse and exploitation can take place offline, online, or in both settings.

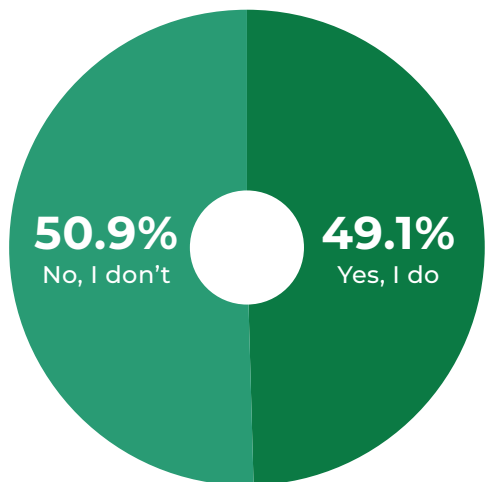
OSEAC can negatively impact the enjoyment of human rights such as the right to freedom from violence and cruel, degrading, and inhumane treatment, The highest attainable standard of physical and mental health, Freedom of expression and to hold opinions without interference, and the right to education.

The study also identified several factors that contribute to OSEAC, that includes digital acceleration and improper use of the internet, lack of parental supervision, relationship with parents, and limited digital competencies among children and parents.



## Key Findings on Cyberbullying and Cybervictimization

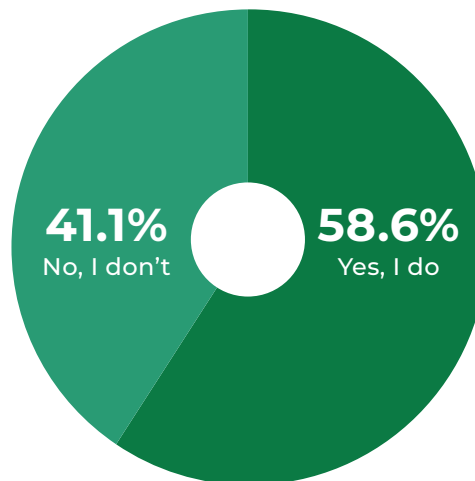
### Involved in Cyberbullying in The Past 3 Months



**5 out of 10**

children and youth had bullied others on the internet

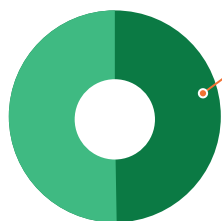
### Become The Victims of Cyberbullying in The Past 3 Months



**6 out of 10**

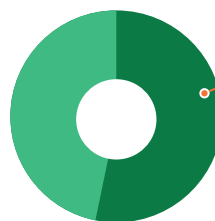
children and youth become the victims of cyberbullying

## Prevalence of Cyberbullying



**49.1%**

High school and university students have bullied others on the internet.



**58.6%**

Students have been victims of cyberbullying in the past three months.

### Boys and girls are equally at risk of cyberbullying/cyber victimization.

In the meantime, Senior high school students are more likely to be perpetrators and become victims of cyberbullying than other levels of education.

#### Below 15 years

**64,5%**

Being Victims

**53,5%**

Perpetrators

than other age categories

East Nusa Tenggara has the highest cyberbullying rate (58,6%), and Jakarta has the highest rate of cyber victimization.

K-POP fans have higher tendencies to conduct cyberbullying (55,3%) and have higher risks of being the victims of cyberbullying (66,6) compared to non-K-POP fans.

# There are several types of cyberbullying



## a. Privacy Infringement

**2,4% - 9,4%**

the respondent has done privacy infringement to others.

**9,4%**

Spreading someone else secret or personal information online, followed by stealing/hacking someone's photos or footage and sending them to others.

**18,5%**

Spreading respondents secrets online

**16,6%**

Followed by someone logging into respondents' profiles



## b. Exclusion

**24,5%** Ignoring someone else's message

**8,4%** Followed by deleting or blocking someone

**36,1%** Respondent experience ostracism



## c. Surveillance

**33,5%** respondents claimed they were stalked online, making them uncomfortable. In some extreme cases, the perpetrators stalked them both online and offline.



## d. Defamation

**33,5%** Respondents had impersonated someone and spread false information to others.

**10,9%** respondents claimed that someone else had pretended to be them and doing bad things to others on the internet



## e. Online Harassment

**31,7%** respondents had insulted or harras others on the internet.

**35,8%** claimed they were being insulted or harassed on the internet.

**21,9%** respondents also received sexual insults while interacting online.



## f. Online Sexual Violence, Threat and Extortion

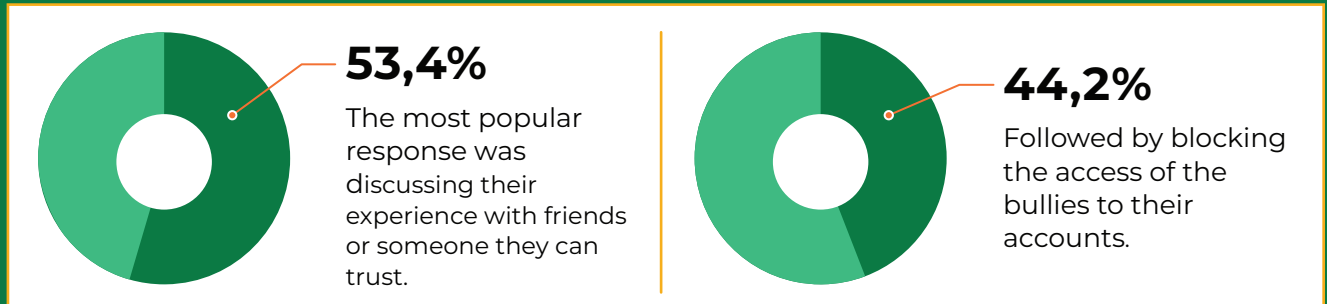
**2,3%** respondents used threats to make others send their private photos or footage.

**9,1%** respondents claimed they were being threatened to send their pictures.

**3,5%** claimed they were threatened more than twice in the past three months.

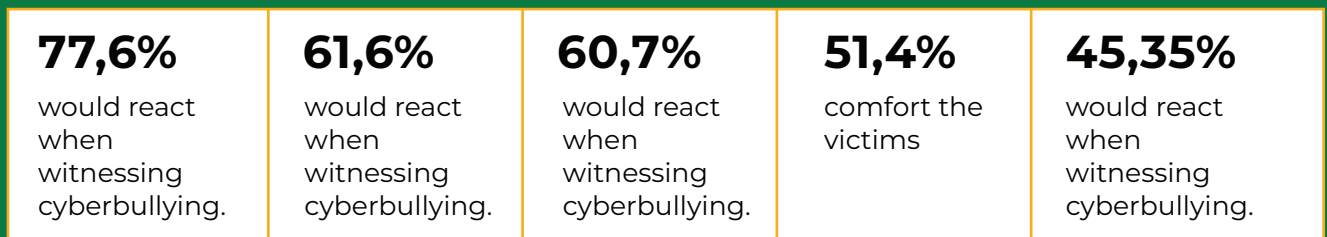
# Response to Cyberbullying

The victim responds to cyberbullying in various ways.



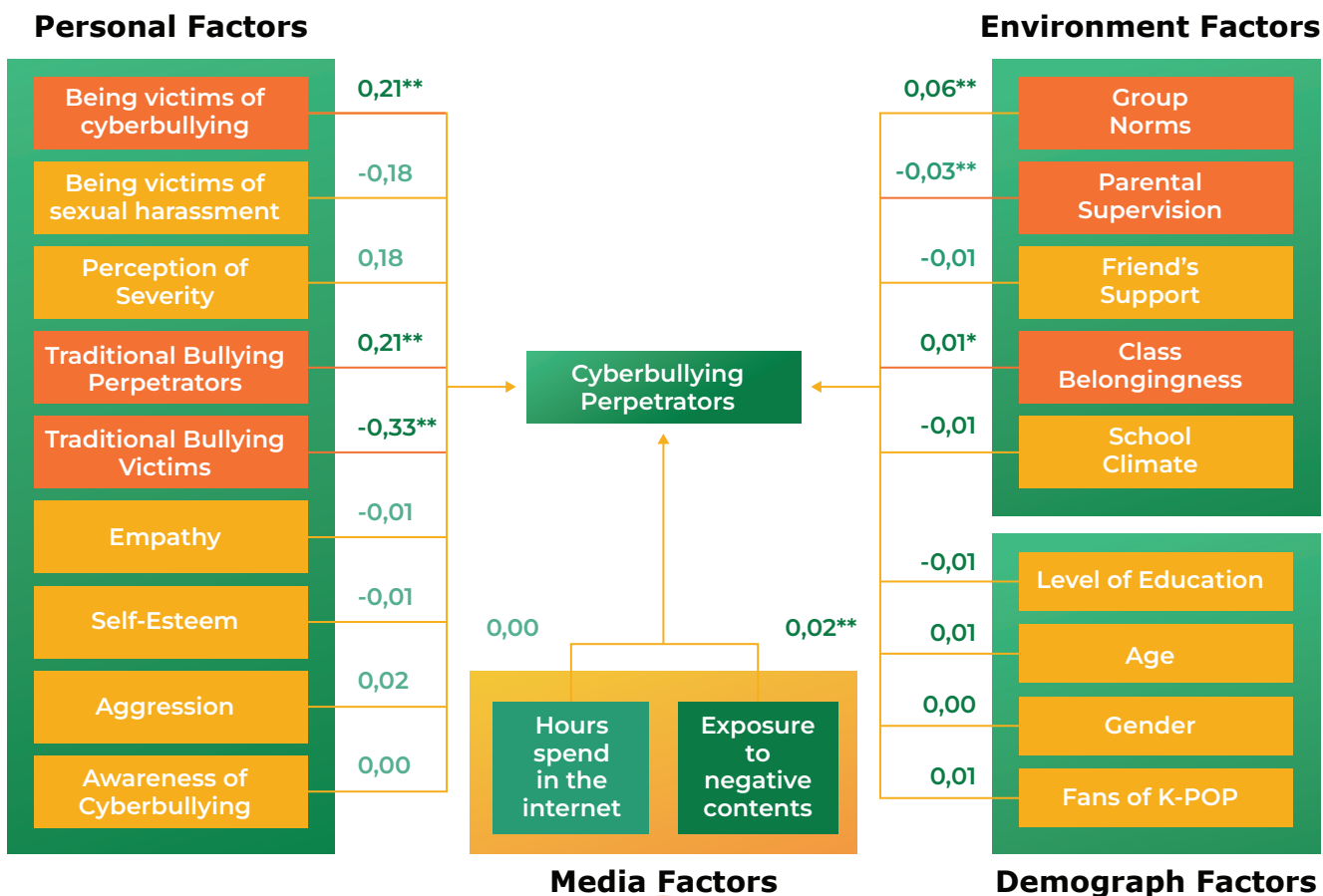
Family and friends are the people that they rely on most. However, this study also found that the victims also sought advice from those who had a similar experience.

The study also found that



**8,10%-14,7%** of the respondent would use aggressive tactics, such as re-bullying the perpetrators or sharing humiliating videos of the bully.

# Factors that Contribute to Cyberbullying



The study identified several factors would contribute to cyberbullying:

**a. Exposure to (traditional) bullying**

The study found that traditional bullying perpetrators would likely conduct cyberbullying. On the other hand, traditional bullying victims are more likely to be cyberbullying perpetrators. It is important to note that respondents have less experience as traditional bullying victims; they are more likely to be cyberbullying perpetrators.

**b. Parental Supervision**

The study found that parental supervision is critical in preventing children from cyberbullying. Less engaged parents in supervising their children's activity on the internet will predict higher children's engagement in cyberbullying behavior.

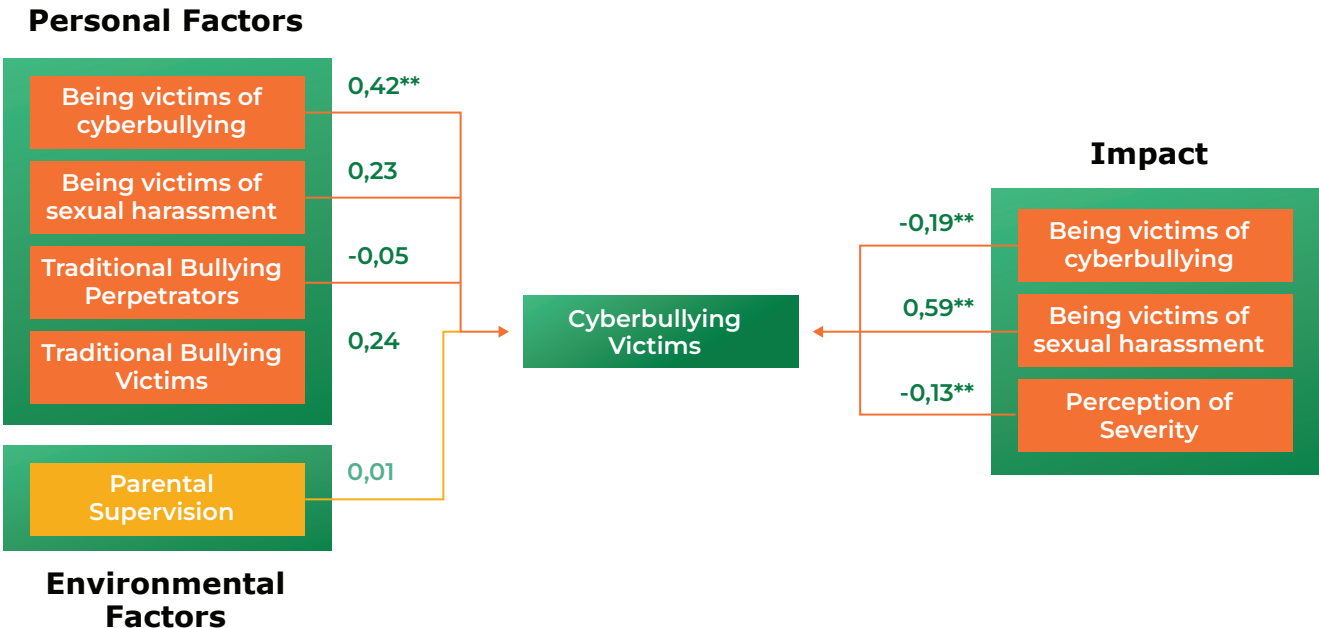
**c. Group Norms and Class Belonging**

The study identifies group norms and class belongingness to predict cyberbullying behavior. Respondents see their friends' engagement in cyberbullying as a norm in online interaction. Hence, they also engage in cyberbullying.

**d. Exposure to Harmful Content**

The study found that higher harmful content exposure on the internet will positively affect cyberbullying behaviour among perpetrators. As a previous study suggests, exposure to harmful or risky content will affect the perception of violence (Sobba, Paez & Ten Bensele, 2017). Adolescents are particularly at risk because they lack self-control compared to adults (Man Bae, 2021)

The study also found that **gender, level of education, age, and being a K-POP fan contribute to cyberbullying behavior.** The study also found that hours spent on the internet do not predict involvement in cyberbullying.

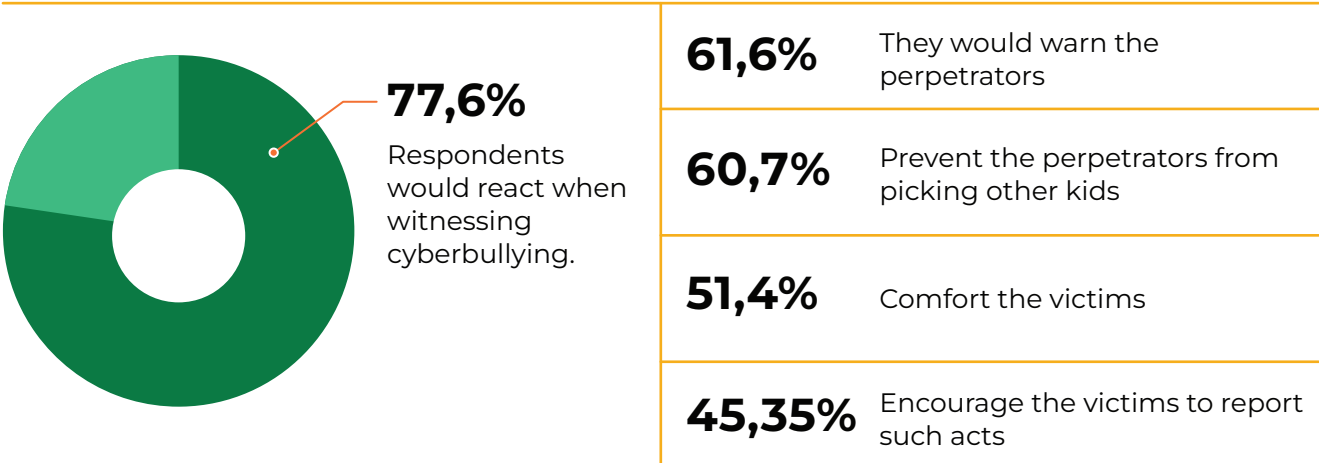


### Factors that Contribute to Cybervictimization

The study identified that **bullying or harassment victims would likely be the victims again.** The study also found that **exposure to online sexual harassment and traditional bullying will put children and adolescents at higher risk of being the victims of cyberbullying.** Perpetrators of cyberbullying will likely become the victims of cyberbullying. This study also found that exposure to online sexual harassment and traditional bullying will put children at higher risks of experiencing cyberbullying.

It is also important to note that **parental supervision and psychological, environmental, and demographic factors do not contribute to cyber victimization.**

Bystander: Response and Factor Contribute to their Response  
 In addition to perpetrators and victims, bystanders are critical actors in cyberbullying. Bystanders can stop the bully, support the victims, or defend the victims by harassing the bully.



The study also found that around 8,10%-14,7% of the respondent would use aggressive tactics, such as re-bullying the perpetrators or sharing humiliating videos of the bully.

The study found that previous experience as victims or perpetrators does not affect their responses as bystanders. However, previous exposures to online harassment and becoming the perpetrators of traditional bullying significantly predict bystander behaviour.

**The study found that empathy, self-esteem, aggression, and cyberbullying awareness significantly affect bystander behaviour.** A bystander with higher self-esteem will have a sense of empowerment and is more likely to act when they witness cyberbullying. On the contrary, the higher level of aggression that bystanders have, they likely would harass the perpetrators. People with vast knowledge of cyberbullying would respond when witnessing cyberbullying. Those with higher education levels or K-POP fans also have similar tendencies.

### **The Effect of Legal Information on Cyberbullying Behavior**

The study also employs an experimental approach by testing how people would behave if they have informed about the legal risks of cyberbullying. The study divided two groups and provided the same picture of the news with mean comments. However, in one group, the researcher added the signed Electronic Transaction and Information Law (UU ITE) stipulating sanctions for online defamation. The study found that the sign of ITE Law has no effect in making respondent leave mean comments or not.

### **The Impact of Cyberbullying**

The psychological impact was identified as one of the critical impacts of cyberbullying. The study found that cyberbullying will negatively affect victims' self-esteem. This low self-esteem will increase the risks of depression and suicide. The study also found that cyberbullying will also leads to social anxiety. The study also found that victims of cyberbullying perceived their school climate as an uncomfortable and unsafe place.

### **The complexity of OSEAC and Cyberbullying**

While OSEAC and cyberbullying involve less direct contact, the nature of the internet makes the impact severe and complex. In many cases and across all types of online abuse, it is almost impossible to fully retrieve images or footage of the abuse. While under Indonesia Law, the victims can request the authority to delete all case-related images, the authority cannot control people who have already downloaded them. Thus, the photos might be permanent. It is always possible that a child might find their private picture or footage when they are growing up. The CSEM/CSAM can also easily be distributed through the Internet and reach anyone. This can make victims anxious and wonder who had their pictures.

The internet also allows anonymity, thus creating opportunities for perpetrators to deceive someone. The anonymity also makes it challenging to identify the perpetrators and their motives.

### **Awareness of Cyberbullying**

While OSEAC and cyberbullying involve less direct contact, the nature of the internet The study found that only 25,5% of respondents broadly understand cyberbullying. This respondent recognized all cyberbullying behaviour. Most respondents (33,6%) could only associate cyberbullying with one behaviour. The most associated behaviour with cyberbullying is insults/slandering others using digital messages (82,35%).

# Strengthening Efforts to Prevent and Protect Victims of Cyberbullying

## Legal Protection

Indonesia has no specific laws that regulate all types of cybercrimes. The Information and Electronic Transaction (UU ITE) is the primary legal framework that governs cybercrime. However, it mainly covers the defamation component of cybercrimes, CSAM/CSEM, non-consensual image distribution, online child prostitution, trafficking in person, and privacy infringement. However, some other laws can protect children, adolescents, and youth from cyberbullying and OSEAC, such as Child Protection Law, Criminal Code, Pornography Law, Data Protection Law, and the Sexual Violence Eradication Law (UU TPKS). UU TPKS provides the most comprehensive protection for victims since the law provides an avenue for victims to get rehabilitation. UU TPKS also covers most cyberbullying crimes, particularly those related to sexual offences.

The study also found that The Ministry Regulation no 11/2016 on Online Game Classification might also put children at risk, as it allows classified explicit materials for a certain age. The National Commission of Child Protection (KPAI) advocates that the ministry regulation should not allow explicit materials for all period and advocate shifting classification methods from self-assessment to government assessment.

## The barrier to Accessing Justice

The study identifies several barriers that might prevent the victims from accessing justice:

### a. Victims do not know how to report the case

The study found that victims sometimes do not know how to report cyberbullying cases. This study found that some victims seek information on how to report the bullying they've experienced online on social media.

### b. Victims do not want their case spread further by reporting it

The study also found that victims often do not want their families, particularly parents, to know about their experience of cyberbullying. Most of the time, the victims only wanted the victims to take down the posts or convey their apologies.

### c. Gaps in Legal Frameworks

The ITE Law and Pornography Law can be problematic in protecting the victims. Both laws suggest that anyone who participates in the production of pornography can be criminalized, including the victims who appear in the image or footage without their consent. In some cases, the image was meant to be privately consumed. This gap provides room for in.

### d. Limited knowledge and lack of Victims' perspective among law enforcement

Law enforcement lacks perspective and knowledge on how to deal with cyberbullying cases. Thus, a gap in legal frameworks can put victims in a vulnerable position.

### **e. Limited infrastructure (and adequate procedures) within the law enforcement**

The study also found that the facilities to process cyberbullying are only available in the Provincial Police Office (POLDA), while the case was reported to the office at the district level. The study also found anecdotal cases where the evidence was leaked outside the police and made the victim's images spread out.

### **f. The characteristics of the internet as a borderless platform**

Internet as a borderless platform might hamper victims' access to justice because: 1) Different legal frameworks on transnational crime. For example, the distribution of pornography content might not be considered illegal in another country, 2) The perpetrators and the victims do not reside in the same jurisdiction area; 3) The offenses took place on the platform with no representatives in Indonesia.

## **The Risks of Re-Victimization**

Victims of cyberbullying also posed a risk of re-victimization due to several factors.

### **a. Risk of Re-Victimization due to The Gap in Legal framework**

The Pornography Law and Electronic Transaction and Information Law (ITE Law) protects against cyberbullying. Pornography Law, for example, regulates sanctions for creating and distributing CSEM/CSAM and pornography material in general. The ITE Law also has a similar provision. The ITE Law regulates sanctions for the distribution of pornography material. ITE Law also protects against online defamation.

Both Pornography law and Electronic Transaction and Information Law (ITE Law) adopted morality. ITE Law stipulates that those who produce illegal content, including those considered porn, can be criminalized. Similarly, the Pornography Law also finds that those who are "involved" in producing such content can be charged as well.

*"Yes, some gender-based violations can be criminalized with ITE Law, but clauses in ITE Law are rubber clauses, and there is a worry that the victims can be criminalized for producing such content."* Female,FGD.

The ITE Law is critical for victims since victims can also be criminalized if they speak up on the internet. In most cases, victims felt the internet was a safe space to speak. The victims can request help, and others can also provide aid for these victims. However, it can lead the victims to defamation issues. One support group stated they would first suggest to the victims to cease saying anything on social media, even though this support group also reaches out to those who request help through social media, to ensure that the victims wouldn't be criminalized further for defamation.



### **b. Re-victimization during legal process**

Further, some experts also highlight that re-victimization during investigation sometimes becomes unavoidable. Rather than educate and empower the victims to make informed decisions regarding the cases, the police advise victims not to continue their cases and use pornography law that might criminalize them as victims. Legal practitioners also experience cases where the police suggest victims not employ legal assistance. In other cases, other legal aid advocates so the police didn't use Pornography Law and potentially let the perpetrators off the hook for their crimes. Thus, in this situation, the role of lawyers or other legal assistants is critically essential to oversee the process and strengthen the victims' capacity.

In one FGD, an expert discussed that the patriarchal society also might put the police in a difficult position. In one case, when the police use only ITE law, some community groups insisted the victims should be criminalized because they are participating in creating pornography content.

Some experts also point out the police procedures during the investigation that do not protect the victims. In one case, the footage that became evidence was spread out during dissemination, causing the victims to become re-victimized.

### **c. Re-victimisation due to Social Norms**

How society perceives victims of violence also influences how victims make the decision. Some victims refrain from proceeding with the cases as they are afraid of how society perceives the cases. Most of the time, the person(s) engaged in sexual activity will be given a certain stigma regardless of their situation. In one case, this moral judgment of society also forced the police to charge the victims with pornography.

### **d. Re-victimization by the Media**

Media plays an important role in disseminating new information and educating the public about new insights and perspectives. But the study also found that the media also plays a role in the victims' re-victimization. As the study found, the media re-published viral cases in the media, sometimes without the victims' consent, due to the sensational nature of the issues. The published news will spark the readers' interest and allow them to dig more about the cases and, most of the time, include the victim's information. Media also sometimes do not comply with ethical rules of journalism, where they sometimes publish victims' information and even images.

## **The Role of stakeholders in Strengthening Protection against Cyberbullying**

The study found that both government and civil society had conducted education on cyberbullying to various degrees. Social media analysis shows that the Ministry of Information and Communication government and civil society had conducted education on cyberbullying to various degrees. Social media analysis shows that the Ministry of Information and Communication as well as The Indonesia Police, regularly post content related to cyberbullying. Their content discussed the legal implications of cyberbullying, mainly related to the ITE law. The National Commission of Children's Protection is one of the government institutions that regularly conduct education on bullying for children. On the contrary, civil society groups focused their education and socialization on the digital competencies of citizens. However, the study found that not many institutions have specific programs for children or youth to prevent cyberbullying.

The study found that the limitations of the organization have led it to develop a network that allows them to share resources and expertise, particularly in assisting with reports and legal cases. Legal assistance organization particularly has a robust referral system for gender-based violence, which can also be used for cyberbullying cases. Experts also suggest that schools and parents play essential roles in teaching digital competencies to children.

## The Role of Parents

Experts highlighted the critical role of parents in preventing and protecting children from cyberbullying. Experts believe positive parenting and parental supervision towards internet usage will help children empower and understand what they can and cannot do. However, experts also note that not all parents understand cyberbullying well or have adequate digital competencies to provide assistance and teach their children.

*"Many of these cases occur due to...First, some people, parents, don't understand how about cyber, then they don't understand the threat or vulnerability of cybercrime, so they [eee] lack or are very minimal in carrying out efforts to assist and supervise children."* Female, FGD

Experts suggest that parents teach children about sexual crimes, including sexual offenses, on the internet, as early as possible. Parents should educate their children on how to report and protect themselves from online crimes. Experts also emphasize the importance of providing quality parenting from a digital literacy perspective. Parents need to understand the negative impact of the internet and how to protect children in the cyber world.

*"The most important thing is that (children) have been equipped (with information) on what sexual crimes are, either offline or online, for example, how to report, security in the cyber world, and so on. These things may be taught to children in the early or middle child phase..... [eee] when children are in adolescence; they need to be strengthened so they can filter (bad things) for themselves and transfer them to their peers."* Female, FGD

## The Responsibility of Internet & Social Media Platform

Discussions with experts highlighted the importance of the internet and social media platforms to bear responsibility for protecting people from the negative impact of the internet. As part of the business and human rights perspective, the state itself has a responsibility to protect its citizens from the harmful effects of business activities. Thus, the platform is responsible for developing an internal mechanism to prevent cyberbullying and further expanding the reporting mechanism as part of the rehabilitation process of victims.

Discussions with youth groups suggest that they know how to report an inappropriate post and seldom do so when witnessing an inappropriate post (FGD, September 2022). However, other experts admitted that this is not always the case. People sometimes do not know how to report; further, the platform's responses can take some time. Some NGOs that become trusted partners regularly assist government and non-government entities in reporting such cases.

Another issue highlighted in the discussion is the different norms between Indonesia and the country where the platform resides. As pornography is not forbidden outside Indonesia, thus, in many cases, it is hard for these organizations to take down such posts. On the contrary, as they are firmly against the distribution of CSAM/CSEM, they can act quickly if such things happen (FGDs, September 2022).

While the platform's responsibility is crucial, its copious nature makes it difficult for the Indonesian government to hold them accountable. KPAI, for example, had experienced summoning MiChat due to massive cases of online child prostitution using Michael. However, Michael's head-quarter is in Singapore, and they don't have any representatives in Indonesia. They do not have an obligation to fulfill the request. On the contrary, Indonesia's representatives also did not immediately solve the problem.

*"Look at Meta; they have representatives here but do not have enough human resources to proceed with the complaint. They only have what. 10 people here."* N, Female, FGDs.

## Recommendation

### For the Government

- a** Improve the capacity of law enforcement. The study found that the limited capacity of law enforcement hampers the victim's access to justice and might lead to re-victimization. The government needs to standardize its law enforcement knowledge and skills to ensure victims can access remedies effectively and safely.

The following activities can be done to improve the capacity of law enforcement:

- Training law enforcement on laws related to cyberbullying and gender perspective. The training should be victim oriented.
- Provide standardized guidelines that can help all law enforcement in dealing with cyberbullying. These victims-oriented standards should reflect children's and varied gender perspectives.
- Improve education materials on cyberbullying.

As shown in this study, legal information is not significantly affected cyberbullying behavior; the educational materials provided by the government should shift away from only providing legal information to more empowering content. The materials should focus on digital competencies and introduce the concept of privacy and consent. The materials should also introduce cyberbullying and how they should respond to such crimes. Legal information can still be included but shouldn't be the only information provided.

- b** Revise the Ministerial Regulation on Age Classification of Online Games. The Ministerial Regulation on Age Classification of Online Games needs to be revised to align with the Child Protection perspective. While there is no obligation to have a participatory process in developing Ministerial Regulation, the Ministry should discuss the draft with relevant stakeholders, particularly KPAI.
- c** The study demonstrates that children's right to education might be jeopardized due to school response to the cyberbullying case. Thus, the study advises the government to provide standardized guidelines that schools can use to respond to cyberbullying cases. The guidelines should also cover how schools should respond to cyberbullying victims. These guidelines should guarantee children's right to education and cover steps on how schools can be safe places for cyberbullying victims.

## For the Schools

This study has identified that schools are one key factor in preventing and protecting children from cyberbullying. Nationally standardized guidelines can help avoid denying children's rights to education. In addition, schools can implement some ways to prevent and protect children from cyberbullying by transforming schools into safe spaces for victims of cyberbullying. At the moment schools have not yet become safe spaces for victims of cyberbullying due to two reasons. First, the school's response to cyberbullying tends to re-victimize the victims. Second, cyberbullying victims do not support the school environment, including peers. In response to this situation, the study suggests several activities:

- Schools can improve some Emotional Intelligence of children through classroom and extracurricular activity, particularly to improve children: 1) Self-esteem, 2) Empathy, and improve children's knowledge in cyberbullying.
- Allow children to organize their own activities, this aids to educate young people and their peers.

## For parents and caregivers

The study suggests that parents play important roles in preventing and protecting children from cyberbullying. Further parental supervision is also one key factor that contributes to cyberbullying. The study also suggests that parents current lack adequate digital competencies to teach their children further. Some suggestions include:

- Improve parental supervision on the usage of the internet by children.
- Improve parents' digital competencies and knowledge, particularly on the concept of consent and privacy.
- The activity can be conducted through the Teacher-Parents forum, to ensure that both schools and parents adopt similar methods of parenting.

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