

Helping Girls with Deafness Victims of Sexual Harassment: REBT with Bisindo as a Mental Health Education Service in Schools

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Abstract: This article examines the girls with deafness in schools who experience sexual harassment. The purpose of this study is to find a post-sexual harassment service model that is in accordance with the characteristics of girls with deafness and explain how schools pay attention to well-organized and theoretical programs using a preventive approach to mental health. Participants totaled 166 users consisting of 105 teachers, 38 students, 8 lecturers, 5 members of organizations for the deaf and other professions. The results showed that sexual harassment can occur physically and verbally towards the girls with deafness which can cause trauma. The girls with deafness are more at risk of being sexually abused than boys. They experienced very significant intimidation. The limited communication characteristics of girls with deafness cause trauma of sexual harassment, irrational beliefs that interfere with social functioning in the environment. There is a need for intervention in special mental health service programs such as REBT with bisindo that are in accordance with the characteristics of students with deafness. The role of the teacher in preparing children to deal with face life in an increasingly complex society.

Keywords: Girls with Deafness, REBT, Bisindo, Sexual Harassment

INTRODUCTION

Women with disabilities are one of the vulnerable groups who are victims of sexual violence. This is worrying because many of them do not get education and legal protection. (Plummer & Findley, 2012). Limitations in several aspects make cases of sexual harassment experienced by women with disabilities more difficult than other cases (Marlina & Kusumastuti, 2019). Accessibility is also a key factor in the successful handling of cases of sexual harassment against women with disabilities (Marlina & Sakinah, 2019). Fulfillment of accessibility in accordance with needs will reduce the impact of discrimination felt by persons with disabilities, both psychologically and physically (Afiati, 2017). The diverse needs of persons with disabilities make the handling of cases for each group must find its own solution. Girls with deafness are included in the group of people with disabilities who have difficulties in hearing, language, and communication (Utari et al., 2020).

The results of the study (Arsyati et al., 2016) show that cases of sexual abuse that occur in children in Indonesia are worrying. Case reports show that 84% of students with disabilities have experienced sexual harassment (Lestari, 2020) and other reports indicate that 88% of child victims of sexual abuse may become perpetrators of child sexual abuse (Simbolon, 2018). Students with mild and moderate disabilities are at risk of sexual harassment compared to students with severe disabilities (Marlina, 2015). In some cases that occurred in the field,, only 18% received treatment (Gillander Gådin & Stein, 2019). The results of the study (Soylu et al., 2013) show that victims of sexual violence will experience mental disorders in the form of post-traumatic stress disorder (PTSD). Some other disorders include acute stress (ASD), major post-abuse depression (MDD), post-abuse behavior disorder (CD), and negative and irrational thoughts.

The report of the Indonesian Association of Women with Disabilities shows that cases of sexual violence against girls with deafness often experience difficulties in the investigation process by the authorities due to several factors, including (1) the inability of the police to understand the flow of cooperation in the handling process, (2) miscommunication during the preparation of the BAP. Because the sign language used by people with deaf is not understood by the relevant parties and (3) there is no comprehensive treatment model in accordance with the characteristics and needs of children with deaf who are victims of sexual violence. This means that there has been no serious handling of cases of sexual violence against girls with deafness.

Most of the handling of post-sexual violence against women with disabilities is handled through training (Young et al., 2012); and pharmacotherapy (Santosh & Baird, 1999). Treatment with cognitive restructuring techniques is very rarely found, if any, it is carried out on depressive blind people (Liziana N Onuigbo et al., 2019); the use of rational emotive behavior therapy in junior high school students who are victims of bullying (Hasibuan & Wulandari, 2016). Some of these studies are not in accordance with the characteristics of the girls with deafness who use sign language as communication.

A comprehensive treatment model is needed that is in accordance with the characteristics and needs of deaf girls. One of them is rational emotive behavior therapy/REBT (Dryden, 2005), research (Liziana Nnenna Onuigbo et al., 2018) on special education teachers in reducing irrational thinking shows good results with the REBT therapy model. Research (Liziana N Onuigbo et al., 2019) to deal with depression problems faced by depressed blind people; for burnout stress management interventions for special educator teachers (Ugwoke et al., 2018); and the implementation of the REBT program in the school curriculum for stress management in students with emotional disorders (Banks, 2011) also showed similar results. The advantages of this REBT will be developed and adapted to the communication modality for people with hearing impairment, namely using Indonesian (Bisindo).

REBT with bisindo is a therapy that tries to change irrational thoughts into rational ones so that the subject has feelings of worth, ability, and acceptance by using Indonesian Sign Language (Bisindo) as a communication tool in the therapy process. Bisindo is a spoken language that grew up in Indonesia as the natural mother tongue of the deaf community in Indonesia. Bisindo was initiated by the Indonesian Prosperity Movement for the Deaf (Gerkatin) which is considered a language that can represent Indonesia's deaf culture. Bisindo is a language commonly used by people with deaf and mute since childhood. In other words, Bisindo is a natural language that is easily digested by people with deaf or when used to communicate with people. Bisindo is delivered using two hands. The purpose of using two hands is to make it easier for the interlocutor to understand what the other person is saying using Bisindo (Mursita, 2015).

However, there has been no REBT research that has been applied based on the characteristics and needs of girls with deafness, namely REBT based on Indonesian Sign Language (Bisindo). In order for the intervention to be effective, it is better to use a model that is acceptable and in accordance with the characteristics and needs of the client (Ellis & Dryden, 2007). Such interventions should place women with disabilities who are victims of sexual violence no longer feeling negative emotions (stress, sadness, anger); view life and various events in life as life experiences (Ogbuanya et al., 2018); have rational thoughts about oneself; do not feel stupider, weaker than the perpetrators of sexual violence, feel worthy of being sexually harassed, feel that everyone views them negatively and feel unable to achieve success in life (Berliner & Elliott, 2002).

This study combines REBT with Bisindo in the syntax of handling the girls with deafness who are victims of sexual violence. The use of REBT with Bisindo has advantages, including: (1) therapy that focuses on the characteristics and needs of deaf people, (2) helps other parties

in understanding the forms of communication used by deaf people so that there is no misunderstanding by both parties, (3) improves communication and reading skills (Anugerah et al., 2020). Based on these problems, this article aims to: (1) describe cases of sexual harassment in girls with deafness, (2) explore the need to develop a REBT model that is in accordance with the characteristics and needs of the girls with deafness.

METHOD

Participant(s)

A survey on the on the needs assessment of deaf girls who were victims of sexual harassment was conducted was conducted on 166 respondents from several cities in Indonesia containing responses to cases of sexual harassment that occurred in girls with deafness. The ages of the children in question ranged from 11-18 years. The COVID-19 pandemic situation made the survey conducted online by the Google Form platform, the link was shared via WhatsApp for one month. Data of types respondents involved in the study are presented in table 1 and figure 1.

Table 1. Respondent profession

No	Profession	Frequency	Percentage
1.	Practitioner	1	1%
2.	Teacher	105	63%
3.	Lecture	8	5%
4.	Women's Organization	2	1%
5.	Gerkatin	5	1%
6.	Principal	1	1%
7.	Inspector SLB	1	1%
8.	Scout	1	1%
9.	Students	38	23%
10.	General public	4	2%
Total		166	100%

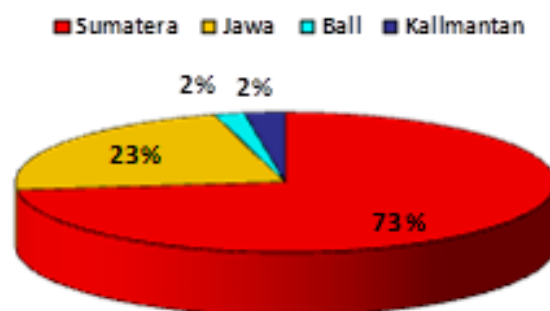


Figure 1. Distribution of respondent by island

Assessment Tools

Needs Assessment, the scale used to collect need assessment data, which consists of questions about sexual harassment in girls with deafness, socialization of handling sexual harassment in girls with deafness, frequency of sexual harassment cases in girls with deafness, application of REBT in cases of sexual harassment and the need for REBT with bisindo for girls with deafness victims of sexual harassment. Data collection using a questionnaire with a Likert scale to find out the needs of the developed model, with once (3), sometimes (2), and never (1) criteria.

RESULT AND DISCUSSION

Result(s)

The needs assessment questionnaire was analyzed quantitatively and qualitatively. Quantitative analysis was used to analyze data on respondents understanding of sexual harassment toward girls with deafness and the needs of respondents (users) of REBT therapy according to the characteristics of the deaf which were made in percentage form. While qualitative analysis is used to analyze the data on respondents responses to REBT with bisindo needs. Figure 2 shows that cases of sexual harassment in girls with deafness.

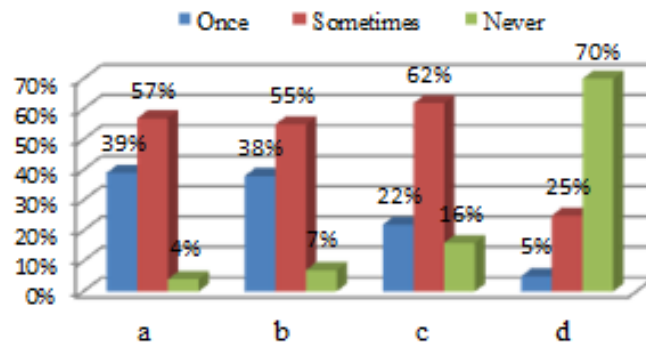


Figure 2. Cases of sexual harassment in girls with deafness

Description of figure 2.

- a: Sexual harassment in girls with deafness,
- b: Socialization of handling sexual harassment in girls with deafness,
- c: Frequency of sexual harassment cases in girls with deafness,
- d: Application of REBT in cases of sexual harassment

The results showed that 57% of respondents sometimes knew about cases of sexual harassment that occurred in girls with deafness. These results indicate that the findings (UN Women, 2020), women with disabilities have a higher risk of experiencing sexual harassment than men with disabilities due to stereotypes, stigma, discrimination and the normalization of sexual harassment cases.

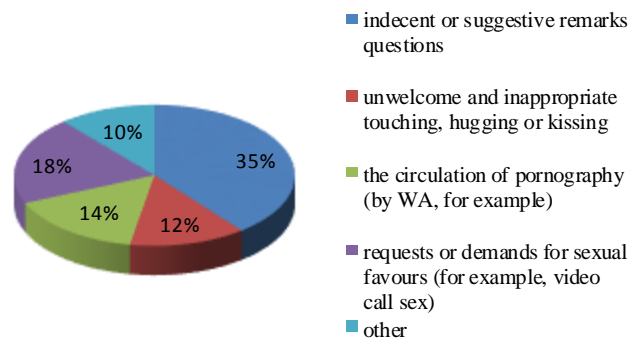


Figure 3. Sexual harassment behavior category

The frequency of cases of sexual harassment that occurs is not comparable to the socialization of handling cases of sexual harassment against girls with deafness. Cases of child sexual abuse will have a dangerous impact if not taken seriously (Latcheva, 2017). Examples

of mental health impacts caused are depression, anxiety, post-traumatic stress disorder, suicidal ideation/attempts that arise after being a victim. So this will harm the victim by not socializing, avoiding the usual study room area on campus), physical (eg sleep disorders, bruising, pregnancy disorders, and sexually transmitted diseases), and decreased academic results (eg skipping school, dropping out of school).

Specifically for girls with deafness, special handling is needed that is tailored to communication needs. REBT with a psych educational approach, which is basically in the form of active-directive (directing or guiding) and didactic (teaching), will focus on thoughts, emotions and actions. This REBT implementation procedure will run optimally if the communication is two-way. People with deafness use sign language that combines the shape, orientation and movement of the hands, arms, body and facial expressions to express thoughts (Marlina & Irdamurni, 2018). So that the merger of REBT and sign language to develop a model of service delivery guidelines for girls with deafness victims of sexual harassment will be an innovation in handling cases of sexual harassment against women with disabilities.

The use of REBT that is adapted to the characteristics of the deaf who has speech and language limitations has never been done. Especially in Indonesia, the use of sign language that is widely used by the deaf is Bisindo. So that one of the applications of REBT for girls with deafness victims of sexual harassment can be mediated through Bisindo.

Need service for REBT with bisindo for girls with deafness victims of sexual harassment.

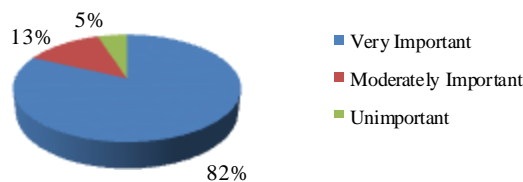


Figure 4. Need service for REBT with Bisindo

The picture 5 shows an overview of respondents' understanding of the need for bisindo-based REBT therapy.

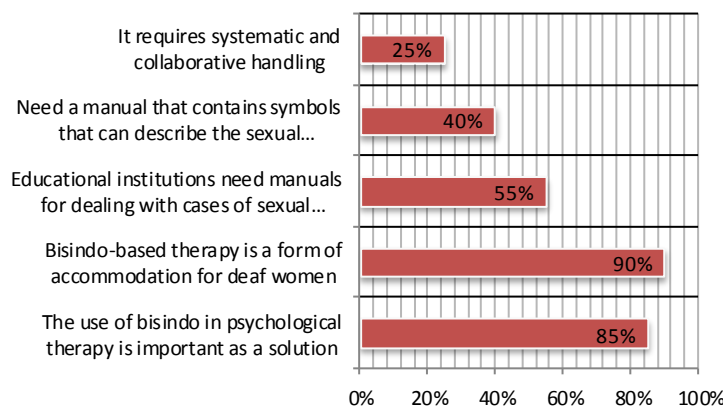


Figure 5. overview of respondents' understanding of the need for bisindo-based REBT therapy

CONCLUSSION

Girls with deafness who are victims of sexual harassment have several communication characteristics that result in disturbances and problems in resolving sexual harassment cases. As a victim, the impact of sexual harassment leads to a decline in mental health.

The results of the needs analysis show, they need intervention strategies designed for post-sexual abuse psychological services. Besides, there are the need for institutions, teachers, and education to support the handling of cases of sexual harassment in interventions that can be integrated into the academic curriculum. REBT with bisindo is designed to be a comprehensive strategy that will challenge potentially traumatizing behavioral aspects, negative emotions, irrational beliefs into positive emotions. The addition of Bisindo to the REBT procedure will make the understanding of the girls with deafness optimally for the purposes of the REBT therapy procedure. It is important to distinguish between rational and irrational beliefs because irrational beliefs can cause emotional disturbances, such as depression, excessive anxiety, guilt, and anger, as well as negative behavioral reactions such as aggression, withdrawal, and impulsivity.

A review of the application of REBT with Bisindo shows that, with modifications appropriate to the characteristics of girls with deafness, REBT is effective in debating irrational beliefs in girls victims of sexual harassment. In addition, the results of the needs analysis are very strong suggested that the bisindo-based REBT concept needs to be taught in a systematic, multi-modal manner approach and integrated into classroom settings in schools. Further research on the development of the REBT guidance model with bisindo needs to be carried out so that this promising intervention can be implemented applied competently for post-sexual harassment case handling services for girls with deafness.

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