

Community Based Intervention to Promote Prevention Towards Children Sexual Abuse

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Abstract—Bandung Regency is a region with a high population rate. The increasing amount of population isn't aligned with the growth of health facilities, including mental health services. Child Sexual Abuse (CSA) is one of the biggest problems that has to be dealt with in Bandung Regency. The total case of CSA in Bandung Regency is 203 cases, with children and early adolescents as the victims. One of the villages in Bandung Regency is X Village that has the highest rate of CSA reports and there are many illegal marriages. The authors found some initial findings; 70% of children didn't get any knowledge from their parents nor teachers to keep their bodies safe from the possibility of sexual abuse. Child sexual abuse has to be resolved socially or through communities. Social interventions must be able to reach crucial aspects in the community so that social problems can be resolved. Thus, we suggest the urgency in the bigger scope of intervention, which is the community intervention approach. The solutions that we offer are a series of intervention programs using the ecological theory of development framework. Following the social intervention principle and ecological framework, we are going to train the village residents, involving the entire schools in the village, creating a community within the village that has sexual abuse prevention agents in it. The activities that we plan aim to build knowledge and skill of the agents of change by using an experiential learning approach using a module as learning media. The goals that we aim to achieve are increasing knowledge, awareness, and skill regarding child sexual abuse prevention. The training was conducted towards 26 participants. This research found several results. First, we found that 6 participants had fair comprehension of the training material, 18 participants categorized as having good comprehension, and 2 participants categorized as having excellent comprehension. Second, all participants had a positive attitude towards the training module. Third, all participants perceived that the module was interesting and easy to understand--and they also had a desire to use it.

Keywords—*child sexual abuse, health, community empowerment, experiential learning*

I. INTRODUCTION

Bandung Regency is an area with a high population rate consisting of 31 sub-districts and 10 urban villages. The

increasing population isn't aligned with the growth of health facilities, including mental health services. One of the sub-districts in Bandung Regency is Majalaya. This sub-district has several villages, one of them is X Village. The general description of this village is the low rate of mental health literacy, low rate of education, and lack of productivity which can contribute to high rates of child abuse. Based on the records of the Yayasan Sapa NGO, X Village has the highest number of child abuse in Bandung Regency. Given that, an effort must be made so that the community in the entire school has the same opportunity to be provided with information and skills to prevent child sexual abuse.

The findings in Bandung Regency were: (1) 70% of children didn't get knowledge from their parents or teachers to keep their bodies safe from the possibility of sexual abuse; (2) Only 20% of parents and teachers had awareness about the possibility of sexual abuse [1].

Based on these findings, this problem cannot be resolved by individual intervention. Child sexual abuse issues must be resolved socially or through the community. Social interventions must be able to reach crucial aspects in the community so that the intervention objectives are achieved.

The approach used for this program was the framework of the ecological theory of development. Therefore, the intervention used in this process was social intervention, which was an effort to create change at the individual, small group, organizational, community, and social levels. This was conducted to touch the wider ecological layer to create changes that promoted welfare or prevented disturbances and achieved second-order change, namely changes at the level of collective goals, changes in society's role, changes in society regulation, and changes in power relations at the community level.

Following the principles of social intervention and ecological framework, the researchers will develop a village with the highest child abuse rate in Bandung Regency. All schools in the village, including kindergarten, elementary, junior, and high school levels will be involved; as well as the Bale-bale Istri community. Bandung Regency also has Bale-

bale Istri community that represents each sub-district. The Bale-bale Istri community aims to protect women and children and also empower women to be able to make contributions and to be independent. The Bale-bale Istri community is under the care of the Yayasan Sapa NGO. Neither Yayasan Sapa NGO nor the school has made sustainable efforts or strategies in empowering the community to intervene both curatively and preventively against problems in the village. The participants as the agents of change will be equipped with the skills to implement programs and tools designed by the researchers. This intervention was attended by participants from X Village, namely 26 representatives from Bale-Bale Istri in various areas in the village. The evaluation was conducted to measure the participants' comprehension rate and attitudes and participants' perception towards the module.

II. METHODS

The intervention approach for the agents of change was in the form of preventive and promotive efforts using a learning approach for adults called experiential learning [2]. This approach will be able to target their knowledge, emotional and conative aspects.

The experiential learning method itself defines learning as the process of how knowledge is created through changes in the form of experience. Knowledge resulted from a combination of understanding and transforming experience. Experiential learning is an approach that starts with the premise that people learn best from the experience [2].

In the implementation of this intervention, the instructor explained how to use flashcards. To make the distribution of the flashcards easier, the team compiled a module or manual on how to use the flashcards. The team also made measuring tools to evaluate the training activities and to evaluate the module.

26 participants from Bale-bale Istri community serve as the agents of change. They have to be able to provide information about body protection using a flashcard module as a tool that has been created by the research team. To see the effectiveness of this intervention, measurements were made to investigate the comprehension, attitudes, and perceptions of the change agents towards the flashcard module.

III. RESULTS

Table I shows the results of a measurable evaluation of the training that was carried out:

TABLE I. PARTICIPANTS' COMPREHENSION RATE OF THE TRAINING MATERIALS

Category	Comprehension Rate Score	
	N=26	%
Excellent	2	9,09
Good	18	81,82
Fair	6	27,27
Poor	0	0,00
Bad	0	0,00

The results showed that 6 participants had fair comprehension of the training material, 18 participants had good comprehension, and 2 participants had excellent comprehension.

TABLE II. PARTICIPANTS' ATTITUDE TOWARDS THE TRAINING MODULE

Category	Score	
	N=26	%
Positive	26	100
Negative	0	0

The results showed in table 2 that 26 participants had a positive attitude towards the training module.

TABLE III. PARTICIPANTS' PERCEPTIONS TOWARDS THE TRAINING MODULE

Category	Score	
	N=26	%
The module was interesting	26	100
The module was easy to understand	26	100
Desiring to use the module	26	100
The participants' comprehension mean rate of the training material	Good	

The table 3 results showed that 26 participants found the module interesting, 26 participants felt the module was easy to understand and 26 participants had a desire to use this module. In conclusion, the average rate of participants' comprehension of this training module was good.

IV. DISCUSSION

The intervention for the change agents has been carried out well because it has achieved its goal, namely, the change agents were able to understand the intent and purpose of the flashcard, which was to explain to children about good touch and bad touch, able to know the personal body parts that should not be touched, able to explain child sexual abuse risk situations, assisted by instructions and pictures and illustrations from modules prepared by the team. The change agents perceived that the module was interesting, easy to understand, and they have a desire to use this module as a guide for using flashcards for children in their area. Through this training, the visual media, as well as the concrete instructions described in the module, making it easier for change agents to identify the tasks and objectives in each section or chapter of the module. In addition, visual media from flashcards will make it easier for them to make children interested and involved in the psychoeducation process. The visual media offered by flashcards was also seen as an innovative way by change agents so that they had a positive attitude towards flashcards, flashcard modules, and all activities. Thus, more agents of change must be fostered so that the promotion of anti-sexual violence in children can target more villages.

V. CONCLUSION

The interventions carried out on change agents were considered effective. This training can also be carried out in other villages that have the potential for Child Sexual Abuse (CSA) so that the benefits can be acquired as a process of building a wider anti-CSA community.

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