



Prevention Media of Child Sexual Abuse in Indonesia: A Meta-analysis

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Abstract. One strategy to prevent sexual abuse is through a school-based sexual abuse prevention program. Sexual abuse prevention programs using the media are needed to understand children from sexual abuse. This study aims to analyse child sexual abuse prevention media use in Indonesia. This study is a literature review with a meta-analysis technique by reviewing studies about sexual abuse prevention media. The results showed that the media for preventing child sexual abuse in Indonesia were applications, dolls, books, pictures, comics, leaflets, origami, games, and videos. The media often used as a medium for preventing sexual abuse is video.

Keywords: Media · Child Sexual Abuse · Prevention · School

1 Introduction

Children and women are victims of sexual abuse that occurs every year. According to the WHO (World Health Organization), victims of cases of violence and bullying in the world reach 1 billion, namely children; sexual violence is one example of cases of violence [1]. Year to year, sexual violence against children in Indonesia is increasing. Based on data from the Indonesian Child Protection Commission (KPAI) from 2016–2021, children who became victims of pornography cases amounted to 2,457 children. From these data, it can be seen that there is still much sexual violence against children as victims and perpetrators in Indonesia. The study of elementary school students in Surakarta, Indonesia showed that most students (98%) had low self-protection skills from sexual abuse [2]. The lower the social status, especially the social status of the child's family, the higher the potential for the child to be manipulated, made into a sexual object, because socially he is in a powerless condition [3]. Perpetrators of abuse are the closest people to the victim, such as the victim's stepfather, biological father, close family, neighbors, and friends. Many cases of child sexual abuse are not reported to the police. This confirms that the phenomenon of sexual violence against children in Indonesia is like an iceberg, which only appears on the surface a few times; people are afraid to report it because it is a family disgrace [4]. This problem is a sensitive and vulnerable issue involving moral, ethical, religious and socio-economic background [5].

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Sexual abuse has a psychological, social, and physical impact on the victim's development until they enter adulthood [1, 6–8]. Psychological impacts include fear, lack of confidence, depression, excessive anxiety, solitude, disturbed mental health, nightmares and difficulty sleeping. The social impact of sexual abuse can be in the form of rejection or ostracism by family or closest people, social stigma, and being judged by the community. The physical impact of sexual abuse can be in the form of cuts or bruises, torn hymen, infection with sexually transmitted diseases, unwanted pregnancies, and reproductive organ disorders. The impact of sexual abuse on children is very worrying, so it is necessary to prevent acts of sexual abuse. The impact that victims of sexual violence have to bear is extraordinary, especially for girls who still have a long way to go [9]. The goal of preventing sexual abuse is to end abuse, exploitation, trafficking, and all forms of violence and torture directed at children [1]. Prevention is an action to provide self-protection to children.

Children who are equipped with knowledge of self-protection from parents to protect themselves and communication between children and parents can minimize cases of sexual abuse. The existence of communication that emphasizes the communication process toward closeness and openness between children and parents can make children more open in sex education [10]. Sex education here does not mean providing a stimulus or teaching children about sexual relations, but rather providing knowledge about body recognition, which bodies are allowed to be held by others and not. Sex education in early childhood also teaches children to be alert, introspective and able to ask for help if things go wrong [11]. Personal Safety Skills are needed by children to protect themselves from perpetrators of sexual violence. This is because Personal Safety Skills train children to know their personal body parts, perpetrators of sexual violence and what to do when facing sexual violence [12]. Protection of children from sexual crimes begins with steps from within, meaning that parents must be the first place to prevent and protect their children [6]. Parents can provide knowledge and skills in self-protection from sexual abuse. Knowledge to recognize and be aware of the proper and inappropriate touch of another person, knowing the private body parts that others may touch and should not touch. In addition, the skills to recognize rejecting and reporting acts of sexual abuse [13].

In addition to the role of parents, the prevention of child sexual abuse will be more effective if there is a collaboration with teachers in its prevention efforts. Several researchers highlight the importance of comprehensive educational programs to prevent children from being sexually abused [14, 15]. “I am Independent” Program [16] aims to improve the knowledge and skills of pre-school-age children in preventing sexual abuse. The sex education program on the subject of children, parents, and teachers aims to improve sex education in the prevention of sexual abuse [6, 17]. “I Dare to Protect Myself” Program [18] with the subject of elementary school children at the al-Hikmah Grobogan Foundation, Indonesia aims to anticipate sexual crimes against children through learning the program “I Dare to Protect Myself.”

One of the efforts to improve the ability to protect oneself from sexual abuse is the School-Based Sexual Abuse Prevention Program [19–22]. With this program, children can identify sexual abuse, refuse and leave sexual abuse, and report incidents of sexual

abuse to trusted adults. In various countries assess the importance of sex education in the curriculum in school [21, 23–34].

The reasons why sex education is included in the school curriculum: schools are unique places to provide intervention; children spend much time at school; schools can mobilize resources to support educational goals and meet emotional and social needs. Sex education can be part of health education because health has a more global concept so that the promotion and prevention of sexual-related risks can be more comprehensive in its approach [33]. In addition, sex education in schools greatly assists children in acquiring skills related to sexual health and promotes early sexual activity so that children can avoid the risk of sexual exposure [35].

In Indonesia, sex education from an early age has become a concern of the government by incorporating sex education materials into the 2013 curriculum (K13). Permendikbud No. 024 of 2016 concerning revising the 2013 curriculum contains Basic Competencies (KD) related to sex education in schools for grades 1 and 6. For grade 1, KD Knowledge reads “Understanding the parts of the body, the parts of the body that other people may and may not touch, how to keep them clean, and the cleanliness of clothes.” Meanwhile, KD Skills reads “Telling about body parts, body parts that other people may and may not touch, how to maintain cleanliness, and cleanliness of clothes.” As for grade 6, the KD Knowledge reads “Connecting the characteristics of puberty in boys and girls with reproductive health”.

Meanwhile, KD Skills reads “Presenting works on how to respond to the characteristics of puberty experienced”. From these essential competencies, sex education is included in the curriculum for elementary school children. For grade 6, the KD is implemented in the theme “Towards a Prosperous Society” with material about puberty. While in grade 1, KD is described on the theme “Myself” with my body material [36].

Increasing knowledge and self-protection from sexual crimes requires the appropriate media. This is by the cognitive development of concrete operational elementary school-age children who need media to understand the concepts in the material. This can be conveyed through media through pictures or posters, songs, games, power points, leaflets, videos, flyers, dolls, roleplays, and discussions [37–40]. There are many media used and developed for sexual education. Video media can increase children’s knowledge regarding the prevention of sexual abuse. The results of the research that has been done [41–44] showed there had been an increase in students’ knowledge before and after being given health promotion related to the prevention of sexual abuse by using video media. In addition, research conducted by [45–48] showed that the media game could increase students’ understanding of reproductive health and sexual education.

Based on the explanation above, many studies use the media to prevent sexual abuse of children in Indonesia. So, this study was conducted to analyze the use of media to prevent sexual abuse of children in Indonesia. The researcher proposes this review to help teachers acquire media-based knowledge that they can use to plan, implement and evaluate sexual abuse prevention in schools. Teachers can also consider this research in delivering sexual education materials in class.

2 Method

This research belongs to the type of meta-analysis, a statistical technique to combine the results of two or more similar studies, producing a combination of quantitative data [49]. Researchers collect data in this study by searching on google scholar (scholar.google.co.id). The keywords were “learning media to prevent sexual abuse of children”. Overall, 23 studies met the criteria and were relevant to the objectives. All 23 studies were retrieved, read, then analyzed. Analyzes were conducted to describe the sample, including the following variables: (a) media name, (b) target age or class range, (c) content category, and (d) media effectiveness. The practical level of sexual abuse prevention media is obtained from the effectiveness value of the test results of each study.

3 Result and Discussion

The data obtained from the studies is processed by summarizing and taking the essence of the research results. 23 studies that constitute the entire sample are presented in the Table 1, which has been meta-analyzed, where the studies are sorted based on the effectiveness results obtained. The effectiveness value is taken from the value of the N-gain test results. According to [50] to calculate the gain score using the gain formula as follows:

$$N \text{ Gain} = \frac{\text{Posttest Score} - \text{Pretetst Score}}{\text{Ideal Score} - \text{Pretest Score}} \quad (1)$$

Furthermore, the data are presented in a quantitative and qualitative descriptive manner. The analysis results related to sexual abuse prevention media can be seen in Table 1.

The 23 studies that constitute the entire review sample are presented in Table 1. The studies are presented based on the highest to the lowest effectiveness scores. The studies that has the highest effectiveness value [51] namely 98.25% with aspects of the study on the limits of the genitalia, the body parts that may and may not be touched. The study has the lowest effectiveness value [63] ie 18.62%. The average value of the effectiveness of the 23 studies is 69.38%.

The media used in Indonesia to prevent sexual abuse are applications, dolls, books, pictures, comics, leaflets, origami, games, and videos. From 2017–2021, video media is widely used (see Table 2). Video media can present moving images and sounds that can attract children’s attention and make it easier for children to understand sexual education materials. Two researchers combine video media and leaflets [41]; video media, games, and dolls [17].

Different studies are designed to prevent child sexual abuse in Indonesia. The studies are listed in Table 1. With various age targets or class ranges. Children from pre-school to primary school age are represented, with most programs focusing on primary school age children (see the fourth column in Table 1). Children without disabilities were targeted in all articles, with three exceptions. The first research on children with mild intellectual disabilities [42]. The exception of the two deaf children [61]. The exception of the three

Table 1. Results of the Analysis

	Media	Target Age or Class Range	Effectiveness (%)
[51]	Elevator the Flap. Book	4–5 Years Old	98.25
[52]	Game	4th Grade	96
[53]	Doll	Children Aged 4–5 Years	90
[44]	Tutorial Video	Paud	86
[54]	Comic	Class 4 And 5	85.7
[41]	Videos and Leaflets	Elementary School Students	84.62
[46]	Game	MI/SD Students	80.1
[48]	Application	Paud	80
[17]	Games, Videos, Dolls	1st Grade	79
[55]	Comic	Elementary School Students	77.3
[56]	Picture	Grade 6	72.67
[57]	Application	5th-Grade Autistic Child	71.75
[58]	Comic	Class 1	70
[47]	Game	Paud	69.6
[59]	Animated Videos	Elementary School Students	68.9
[60]	Animated Videos	Grade 5	65
[42]	Animated videos	SLB Students	61.47
[61]	Origami	Deaf Child	58.7
[45]	Game	Child	58.1
[62]	Storybook with Picture	Paud	50.7
[40]	Comic	Children Aged 3–5 Years	41.9
[43]	Animated Videos	Elementary School Students	31.32
[63]	Comic	Children Aged 6–10 Years	18.62

autistic children [57]. All evaluation data are obtained in the school circle except for one study [45] which obtained their evaluation data from street children in Kampung Savana, Makassar City who were judged to allow sexual abuse because of the child's lack of effort toward sexual education.

Researchers used a sample of studies that met the criteria and extracted and analyzed data on the media used, the target age or class range, and the effectiveness value. The media for preventing sexual abuse that the researchers reviewed were quite diverse. The most frequent media is videos, games, and comics. The people involved in implementing sexual abuse prevention are teachers or counselors. Most media have different effectiveness values obtained from the pretest and posttest scores. Differences in effectiveness values indicate a reduced risk of sexual abuse of children. The increase in knowledge

Table 2. Classification of Sexual Abuse Prevention Media

Media	Study
Application	[48, 57]
Doll	[17, 53]
Book	[51, 62]
Picture	[56]
Comic	[40, 54, 55, 58, 63]
Leaflet	[41]
Origami	[61]
Game	[17, 45]–[47, 52]
Videos	[17, 41]–[44, 59, 60]

and skills is marked by changes in behavior in life, reducing the risk of child sexual abuse.

Most of the media with evaluation data used control or experimental group of some kind and did both before and after the media application. The results of high knowledge of child sexual education reflect the success of media application to children. Most of the evaluations found an increase in knowledge of sexual education. There are almost no children who do not experience increased knowledge of sexual education. However, it is crucial to weigh the success of increasing a child's overall sexual education knowledge with the time of follow-up.

4 Conclusion

Through the literature review that has been carried out, it is found that various media used in Indonesia to prevent sexual abuse are applications, dolls, books, pictures, comics, leaflets, origami, games, and videos. The media that is often used as a medium for preventing sexual abuse is video. The meta-analysis provides additional information on the media for preventing child sexual abuse in Indonesia. Prevention of sexual abuse can be done by educating children about the dangers of sexual abuse and equipping children with skills to protect themselves. With this understanding, it can be considered by teachers to apply media to prevent sexual abuse of children more effectively and reduce the number of children as victims and perpetrators of sexual abuse.

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