



The Development of Psychoeducational Groups to Increase Understanding of Anti-Sexual Harassment in Middle School Students in Yogyakarta

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Abstract. Sexual harassment behavior based on data from the Komnas Perempuan Indonesia has increased from year to year. Most victims of sexual harassment are in the 14–17-year range who fall into the category of teenagers. Sexual harassment behavior by junior high school students is still considered taboo. Then, 64.5% of the initial research conducted did not know what sexual harassment was, and 90.3% needed material regarding sexual harassment. Providing material related to the understanding of anti-sexual harassment is intended to reduce the number of sexual harassment and provide protection for women who are most victims. This research and development use the Borg & Gall model with adjustments made. Researchers developed a model of psychoeducational groups for understanding anti-sexual harassment in junior high school students. The application of the psychoeducational groups model is regulated using a manual which was also developed by the researcher. The feasibility of the psychoeducational groups model was assessed by the material expert validator and the material expert, where both validators gave a score in the "Very Feasible" category. The user test was conducted on 4 guidance and counseling teachers and gave a score in the "Very Feasible" category against the psychoeducational groups model for understanding anti-sexual harassment in junior high school students. Based on expert and user feasibility tests, psychoeducational groups are declared suitable for use.

Keywords: Development, Sexual Harassment, Psychoeducational Groups.

1 Introduction

Adolescence is a time when there is a transition from the immaturity of children to maturity in adulthood (Lila et al, 2020). Several adolescent development tasks must be fulfilled, such as having more mature relationships with peers, achieving social roles, and accepting their physical condition. The early adolescent and mid-adolescent groups are in the age range of 10–12 years and 13–16 years with the characteristics of wanting to be freer, closer to peers, and starting to have fantasies about sexuality (Behrman et al, 2017). Sexual hormones have started to function so that they can cause sexual urges in adolescents and these adolescents can carry out sexual behavior due to sexual urges (Kaplan & Sadock, 2010). Adolescence does not only have positive effects but also

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E. Munawaroh (ed.), *Proceedings of the 2nd Semarang International Conference on Counseling and Educational Psychology (SICCEP 2023)*, Advances in Social Science, Education and Humanities Research 814,

https://doi.org/10.2991/978-2-38476-184-5_19

contributes to various problems, one of which is the dating phenomenon (Khaninah & Widjanarko, 2016). Adolescent courtship behavior can escalate into sexual contacts, such as touching, kissing, sexual intercourse, or even harassment and sexual violence. Subsequent paragraphs, however, are indented.

Cases of acts of sexual harassment are now increasingly broadcast in various mass media. Based on data released from the annual record on violence against women in 2020 by the Komnas Perempuan Indonesia, it shows that the perpetrators of sexual violence are mostly boyfriends with a total of 1,074 incidents out of 1,983 cases. Most victims are in the adolescent age range 14-17 years. Likewise, one of the cities in Indonesia is known as the City of Education, namely the City of Yogyakarta, behind the beauty of this nickname there is a sad incident. In the records of the Jogja Police Watch (JPW) throughout 2018 until mid-March 2021 there were at least 5 cases of breast squeezing. When viewed from the side of the ratio using the formula for the number of cases divided by the total population, DIY occupies the highest position in Indonesia. For violence involving child victims, the DIY ratio in 2020 was 5.05, while the ratio for violence involving female victims was 5.2. In 2019 in the Special Region of Yogyakarta, there were 1477 victims, with details of 466 violence against children and 1011 violence against adults.

There have been various forms of sexual harassment, ranging from "subtle" ways, such as pretending to touch certain body parts while waiting in line at a shopping mall, to ways that seem rude and use violence. Sexual harassment has several categories, including in non-verbal forms, namely lustful stares, threatening stares, and gestures of a sexual nature, then in verbal forms, such as whistling, gossip, sex jokes, and threatening statements, and the third in physical forms, namely touching, pinching, patting, deliberately nudging, squeezing, and getting closer without being wanted (Lubis, 2018).

Sexual harassment is any form of behavior that has sexual content that is carried out by a person or some people but is not liked and not expected by the person who is targeted, causing negative consequences such as shame, offense, humiliation, anger, loss of self-esteem, loss of chastity, and so on, on the person who is the victim (Paradiatz & Soponyono, 2022). This sexual harassment behavior can occur everywhere, both in public places, such as buses, city transportation, markets, schools, offices, and in private places such as at home. Children should get their rights and one of them is to get protection from various parties, if the child is already in the school environment, it means that the child must get protection from the school. If the child is already in the family environment, the roles and functions of the family must run properly (Sari et al, 2015).

According to Handayani (2017), prevention of sexual violence against children can be done from an early age by giving children an understanding of sex in stages according to development. One way to increase children's understanding is to provide psychoeducation to prevent sexual abuse in children (Goodyear-Brown, 2012). Psychoeducation is a treatment that is given professionally and integrates psychotherapeutic and educational interventions (Lukens & McFarlane, 2004). Psychoeducation is also used so that children can face certain challenges at each level of development so that they can avoid problems related to the challenges they face.

In preventing student sexual violence, psychoeducation aims to empower students by educating them about relevant concepts regarding sexual violence (Erogul & Hasirci, 2013), and helping them to be aware of various situations of harassment, as well as to develop appropriate competencies or strategies and enable them to against sexual harassment (Kim et al, 2013). The effectiveness of the psychoeducation program is also inseparable from various important factors in the delivery of the material. Some of these factors are conveying sexual teaching in language that is not too vulgar and understandable to children, paying attention to the methods and material delivered according to the age of the child, and providing sexual teaching simultaneously or accompanied by religious moral education (Neherta et al, 2017).

Based on research conducted by Utami & Susilowati (2018) regarding the "I'm Independent" psychoeducation program on the knowledge and skills of preventing sexual violence in pre-school-aged children which was carried out for 6 months, it showed an increase in knowledge and skills in preventing sexual violence. Efforts to increase knowledge can make a person have changes in attitudes and skills and behavior (Barron & Topping, 2010). Changes in cognitive, affective, and psychomotor aspects can predispose students to sexual harassment prevention.

Researchers had the opportunity to conduct research in a preliminary study on the scale of student needs regarding students' understanding of sexual harassment that was carried out at SMP Muhammadiyah 5 Yogyakarta. The results showed that out of 30 class VII students, 64.51% of students did not know what sexual harassment meant, and 83.87% of students needed information on the prevention of sexual harassment in-class activities. Based on the research above, it can be said that students' understanding of sexual harassment is still in the low category, and for this reason, it needs to be improved. Supported by the results of interviews with one of the SMP Muhammadiyah 5 Yogyakarta counselors. From these interviews, the researcher obtained information that many students still did not understand the etiquette of association between men and women seen from how they play social media, even though the association is one of the factors that determines the occurrence of acts of sexual harassment. This can be interpreted that students need material about the impact of sexual harassment and ways to avoid acts of sexual harassment. This material is given especially for students of class VI so that it can be one of the early prevention efforts against the dangers of acts of sexual harassment.

2 Methods

The development of this psychoeducational group model is research and development (R&D). The research and development model uses the Borg & Gall model with 10 stages which are adjusted into 6 stages. The first stage was conducting initial research and data collection by spreading the need assessment into the field, interviews, and literature studies. The second stage is preparing plans such as research design, research objectives, and research design. The third stage is developing products such as developing learning materials with relevant materials, learning processes, and evaluation instruments. The fourth stage is conducting initial field tests through expert tests and user

tests. The fifth stage is to revise the input based on the initial field test to improve the guide product. The sixth stage is a field test of users of the psychoeducational group program.

Data were analyzed using descriptive statistics to describe the feasibility results of the assessments given by experts and users. The subjects in this study were junior high school guidance and counseling teachers in the city of Yogyakarta.

3 Results and Discussion

The results of the research and development of the psychoeducational groups model refer to Borg & Gall's steps divided into 7 stages, namely:

1. Researchers conducted initial research and data collection by distributing need assessments to 30 junior high school students. The results of the initial study showed that 64.5% of students did not know what sexual harassment meant, then 67.7% did not know about forms of sexual harassment. This is a serious problem for students because of the lack of information and education regarding sexual harassment. To answer this problem, the researcher intends to provide material about sexual harassment because 90.3% of students agree with the provision of sexual harassment material. Researchers also conducted interviews with guidance and counseling teachers and found that guidance and counseling teachers never gave material about sexual harassment and did not understand the etiquette of associating with the opposite sex.
2. In the planning stage the researcher develops general goals and specific goals in the psychoeducational groups model. The general goal of developing the psychoeducational groups model is that students can understand the meaning of acts of sexual harassment and how to avoid it. The specific objective is for students to gain an understanding of the meaning, types, characteristics, factors, and procedures for avoiding sexual harassment. The researcher also compiled a research design and a guidebook for using the psychoeducational groups model, namely:

Table 1. Description of Manual Book Psychoeducational Groups Model

No.	Content	Explanation
1.	<i>Kata Pengantar</i>	Contains expressions of gratitude for the completion of the Psychoeducational Groups guidelines regarding acts of sexual harassment
2.	<i>Daftar Isi</i>	Contains the contents of the Psychoeducational Groups guide regarding acts of sexual harassment along with the page layout
3.	<i>Pendahuluan</i>	Contains background, objectives for delivering material with Psychoeducational Groups, goals, and the importance of delivering material
4.	<i>Petunjuk Umum</i>	Contains procedures for using Psychoeducational Groups guidelines regarding acts of sexual harassment, contains descriptions of instructions for

		counselors and descriptions of counselor activities in implementing Psychoeducational Groups
5.	<i>Materi</i>	Contains the concept of definition of sexual harassment, types of sexual harassment, characteristics of sexual harassment, factors causing sexual harassment and the impact of sexual harassment as well as models of psychoeducational groups.
6.	<i>Tahapan</i>	Contains the steps that must be carried out by guidance and counseling teachers to carry out the psychoeducational group model for the prevention of sexual harassment
7.	<i>Evaluasi</i>	Contains guidelines for guidance and counseling teachers in evaluating processes and evaluating the results of psychoeducational group activities
8.	<i>Referensi</i>	Contains a list of reference sources in making psychoeducational group guidelines regarding acts of sexual harassment

- In the product development stage, a model of psychoeducational groups is produced which is regulated for its use through a guidebook. The development of a guidebook can facilitate guidance and counseling teachers in implementing the psychoeducational groups model. The development of the psychoeducational group program takes 1 month. The challenge in developing this product is the lack of references related to the psychoeducational groups model.
- The psychoeducational groups model developed by the next researcher was assessed for the feasibility of the media validator and material validator. The validator is an expert lecturer in the field of guidance and counseling to get input and the feasibility of the psychoeducational groups model. The media expert validator is M. Ragil Kurniawan, M.Pd as an educational technology expert lecturer who provides assessments regarding display quality, quality of presentation, typography, and manual book covers. The material expert validator is Dr. Eva Imania, M.Pd as an expert lecturer on sexual harassment material who provides assessments regarding the quality of the material, material apperception, material actualization, material context, material insight, and the accuracy of sentence diction. The results of the validation by material experts and media experts were analyzed using a Likert scale with 5 answer choices. There are 10 statement items in the media assessment sheet. The minimum score (S_{min}) is $1 \times 10 = 10$, the maximum score (S_{max}) is $5 \times 10 = 50$, the number of classes is 5, and the interval length (P) is $(S_{max} - S_{min}) : \text{number of classes} = 8$. The following are the results of the assessment of the media expert validator:

Table 2. The Criteria of Media Eligibility

Score	The Criteria of Media Eligibility
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	Category	Interval Score	Category
5	Very Feasible	$(S_{min}+4P) \leq S \leq S_{max}$	$42 \leq S \leq 50$
4	Feasible	$(S_{min}+ 3P) \leq S \leq (S_{min} + 4P -1)$	$34 \leq S \leq 41$
3	Netral	$(S_{min}+ 2P) \leq S \leq (S_{min} + 3P -1)$	$26 \leq S \leq 33$
2	Not Feasible	$(S_{min}+ P) \leq S \leq (S_{min} +2P - 1)$	$18 \leq S \leq 25$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$10 \leq S \leq 17$

Based on the assessment of the media expert validator giving a score of 47 on the psychoeducational group's product model. Therefore, the score is included in the "Very Feasible" category based on the eligibility criteria of the media expert validator. Then, for the results of the material expert validation there are 15 statement items in the media assessment sheet. Minimum score (Smin) is $1 \times 15 = 15$, the maximum score (Smax) is $5 \times 15 = 75$, number of classes is 5, then interval length (P) is $(S_{max} - S_{min}) : \text{number of classes} = 12$. The following are the results of the assessment of the material expert validator:

Table 3. The Criteria of Material Eligibility

Score	The Criteria of Material Eligibility		
	Category	Interval Score	Category
5	Very Feasible	$(S_{min}+4P) \leq S \leq S_{maks}$	$63 \leq S \leq 75$
4	Feasible	$(S_{min}+ 3P) \leq S \leq (S_{min} + 4P -1)$	$51 \leq S \leq 62$
3	Netral	$(S_{min}+ 2P) \leq S \leq (S_{min} + 3P -1)$	$39 \leq S \leq 50$
2	Not Feasible	$(S_{min}+ P) \leq S \leq (S_{min} +2P - 1)$	$27 \leq S \leq 38$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$15 \leq S \leq 26$

Based on the assessment of the material expert validator gave a score of 64 on the psychoeducational group's product model. Therefore, the score is included in the "Very Feasible" category based on the eligibility criteria of the material expert validator.

The psychoeducational model products that have been assessed as appropriate by media and material expert validators are followed by an assessment by guidance and counseling teachers as users. The results of the validation by the guidance and counseling teacher were analyzed using a Likert scale with 5 answer choices. There are 20 statement items in the media assessment sheet. The minimum score (Smin) $1 \times 20 = 20$, the maximum score (Smax) $5 \times 20 = 100$, number of classes is 5, then interval length (P) is $(S_{max} - S_{min}) : \text{number of classes} = 16$. The following are the results of the assessment from the guidance and counseling teacher:

Table 4. The Criteria of Eligibility from Guidance and Counseling Teachers

Score	The Criteria of Eligibility from Guidance and Counseling Teachers		
	Category	Interval Score	Category
5	Very Feasible	$(S_{min}+4P) \leq S \leq S_{maks}$	$84 \leq S \leq 100$
4	Feasible	$(S_{min}+ 3P) \leq S \leq (S_{min} + 4P)$	$68 \leq S \leq 83$

3	Netral	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$52 \leq S \leq 67$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$36 \leq S \leq 51$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$20 \leq S \leq 35$

Based on the assessment of the guidance and counseling teacher gave a score of 83 on the psychoeducational group's product model. Therefore, the score is included in the "Decent" category based on the assessment criteria by the guidance and counseling teacher. Based on media expert tests, material expert tests, and initial field trials on guidance and counseling teachers, the psychoeducational group's product was declared feasible and could be continued at a later stage.

5. Researchers revised the psychoeducational group's products according to input from validators, media experts, and material experts as well as guidance and counseling teachers during the initial field trials. The media expert validator provides input regarding the appearance of the cover, product attachments to explain the number of groups, and changing the background on several pages in the manual. Then, the material expert validator provides input regarding sub-chapter repositioning, completes the evaluation in each service session, adjusts some terms, and provides instructions regarding the implementation of the KASST model. All input and revisions from experts have been corrected by researchers so that the psychoeducational groups model is declared feasible and can be used at the field test stage.
6. In the field test phase, the researchers involved 3 guidance and counseling teachers at the junior high school level in the city of Yogyakarta to provide an assessment of the psychoeducational group model for sexual harassment prevention. The results of the validation by the guidance and counseling teacher were analyzed using a Likert scale with 5 answer choices. Data analysis is the same as the fourth stage in the assessment by the guidance and counseling teacher. The following are the results of the assessment of 3 guidance and counseling teachers:

Table 5. Eligibility result of guidance and counseling teachers.

Validator	Score	Criteria
1 st Validator	85	Fery Feasible
2 nd Validator	87	Fery Feasible
3 rd Validator	86	Fery Feasible

The three guidance and counseling teachers gave a score in the "Very Eligible" category according to the assessment criteria of the guidance and counseling teacher. Therefore, the development of a model of psychoeducational groups for the prevention of sexual harassment is deemed appropriate. The guidebook for the psychoeducational groups model can be accessed via the link <http://bit.ly/ModelPsychoeducationalGrup>

and can be used by guidance and counseling teachers to see its effectiveness so that the dissemination and implementation of the model can be carried out for guidance and counseling services.

Psychoeducational Groups are structured activities with the main theme that can be carried out at school or outside of school. The implementation process can be carried out through presentations, discussion of information, and building skills. Psychoeducational This group focuses more on developing cognitive and behavioral skills that can be implemented in structured teaching (Purwasih & Sanyata, 2020). According to the Association for Specialists in Groups, psychoeducational groups are methods that focus on the importance of educational and preventive goals in certain groups. Such groups serve to educate those facing potential threats or developmental life events or to teach problem-solving skills to those facing immediate life crises (Brown, 2018). Psychoeducational groups can be carried out and developed by school counselors as a treatment that is given professionally by integrating psychotherapeutics with information education for students (Srivastava & Panday).

The psychoeducational groups model aims to prevent psychological disorders from occurring in students, so that this model can prevent sexual harassment due to psychological deviations experienced by the perpetrator. Psychoeducational groups target three psychological aspects, namely cognitive, affective, and psychomotor (Ridolfi et al, 2019). The cognitive domain is all activities related to the human brain which are divided into 6 levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. The affective domain relates to attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object in teaching and learning activities. Then, the psychomotor domain includes competence in carrying out work involving the limbs and competencies related to physical movement consisting of reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, as well as expressive and interpretive. These three domains are interconnected as an effort to understand the psychological aspects of humans for the prevention of sexual harassment in terms of the three domains above. This is done because increasing knowledge can make a person have changes in attitudes and skills and behavior. The development of the material provided is adjusted to the level of emotional development of children who apply it using Bloom's taxonomy.

Providing psychoeducation related to the prevention of sexual harassment is an effort to teach, raise awareness, and provide information about sexual problems given to children to keep children free from threats of sexual harassment and cover all possibilities for forbidden sexual relations (Sulistyowati et al, 2018). Psychoeducation related to the prevention of sexual harassment is an effort through education about the anatomy of organs that can be continued in sexual reproduction. This education is to prevent children from negative risks of sexual behavior because then children will know about sexuality and its consequences if it is done without obeying the rules of law, religion, and customs, as well as mental and material readiness. Efforts to provide correct knowledge to students to prepare students to adapt well to sexual attitudes in their future lives, and giving this knowledge causes children to acquire logical and correct tendencies toward sexual and reproductive issues (Domhardt et al, 2015).

The application of group psychoeducation is that it can involve students participating passively or actively. Several service techniques are used so that children can be passively involved, including modeling, films or videos, and lectures. Furthermore, service techniques used by children to be actively involved are discussions. The combination of techniques applied in providing psychoeducation makes children not only understand the material about sexuality that is conveyed but can also improve children's safety skills from potential sexual violence. Based on this, the psychoeducational group for the prevention of sexual harassment will be effective in increasing the understanding of junior high school students in the city of Yogyakarta. Students will be able to recognize the characteristics of people who have the potential to commit sexual harassment, be able to survive acts of sexual harassment, and be assertive in reporting and being open about incidents of sexual harassment.

Results and discussion are combined in one part. It contains: The results of the findings to answer the research objectives, Figure and table should be clear and the description must be concise and clear, Discussion must reveal the in depth analysis of the obtained results it is critically and in-depth synthesis accompanied by proof of evidence related latest references, Explain the novelty of your research, The benefits and contribution of research for the science society.

4 Conclusion

The case of sexual harassment is a challenge for guidance and counseling teachers in providing preventive services so that students avoid sexual harassment behavior, both from victims and perpetrators. The role of the guidance and counseling teacher is very important in providing material, this can be done by providing a psychoeducational group model with material on understanding anti-sexual harassment in junior high school students. Psychoeducational groups aim to assist students in becoming aware of the various possible situations of sexual harassment, as well as providing strategies to combat sexual harassment if it occurs.

Based on the research, the development of the psychoeducational groups model is declared feasible to be used as a service model in guidance and counseling. The use of the psychoeducational groups model is guided by a guidebook prepared by researchers to make it easier for guidance and counseling teachers to implement the psychoeducational groups model for junior high school students.

Acknowledgment

Thank you to the guidance and counseling teachers in Yogyakarta City who have taken the time and effort to provide input and suggestions regarding the development of the psychoeducational groups model. Hopefully your kindness can be useful for the development of scientific guidance and counseling.

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