

Education and Early Prevention of Sexual Violence in Children Basic School

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Abstract—Sexual violence can be experienced by children anywhere including in the school environment. Teachers play an essential role in preventing sexual violence through education. The objective of the study was to know the effect of education on knowledge, attitudes, and skills of elementary school students in the early prevention of sexual violence. The research was Quasi-experimental design with pre and post-test with the control group. The sample was 30 person of elementary students of Al Hasanah in Bengkulu city with consecutive sampling technique. Data collection using questionnaires. Data analysis used independent T-test and multiple linear regression. The results showed that the average age of respondents in the intervention and control groups was ten years; most of the sixth-grade students were in the status of the first child and having a Sumatran ethnicity. After being given education in the intervention group, the knowledge score was 74.89, attitude 26.77 and skill 36.60. Nonintervention group obtained knowledge 75.07, attitude 26.20 and skill 35.07. The educational interventions provided had the most influence on knowledge (35.4%) and attitudes (18.2)%. It is expected that the school can provide this education to other students so that sexual violence in children can be prevented as early as possible.

Keywords—Education, sexual violence, knowledge, attitudes, skill.

I. INTRODUCTION

Cases of violence against children are increasingly rampant. Child sexual violence is the involvement of children in sexual activities, where he or she does not fully understand or is unable to give consent, which is indicated by the presence of sexual activity between children and adults or other children in order to provide satisfaction to the person (3).

Meanwhile, (2) defines sexual violence as an action that leads to sexual invitation/insistence such as touching, touching, kissing, and taking other actions that are not desired by the victim, forcing victims to watch pornographic products, sexual jokes,

derogatory and abusive remarks by referring to the sex /sex aspect of the victim, forcing sex without the consent of the victim with physical violence or not; Forcing sexual activities to be disliked, degrading, harming or injuring victims, acts of sexual violence

cover three aspects, namely speech, deeds, and visualization. There is an increase in data on victims of sexual crimes against children each year, wherein 2010, there were 2,046 cases, including 42% of sexual crimes, in 2011 there were 2,426 cases (58% of sexual crimes), and in 2012 there were 2,637 cases (62% of sexual crimes). The National Child Protection Commission, said 2013 was an emergency year for child sexual abuse because there had been a significant increase of 3,339 cases, with sexual crimes of 62%, in 2014 (January-April), 600 cases or 876 victims, including 137 cases is a child perpetrator.

Data from the Indonesian Child Protection Commission (KPAI) found that 46% of cases of sexual abuse in children occur in school environments where teachers and students are involved as perpetrators. The lack of information received by the public about sexual violence is a factor in the occurrence of various cases of sexual violence. (5) conducted on elementary school children in Jogjakarta found that perpetrators of sexual violence were the closest people to victims such as family, friends, and teachers.

In order to prevent the early occurrence of cases of sexual violence, it is necessary to conduct information delivery activities to the community, especially elementary students in the form of education. In line with research conducted by (5), with the title "Early Prevention Toward Sexual Abuse On Children." The results showed that early prevention of sexual violence in children is essential and must be done immediately.

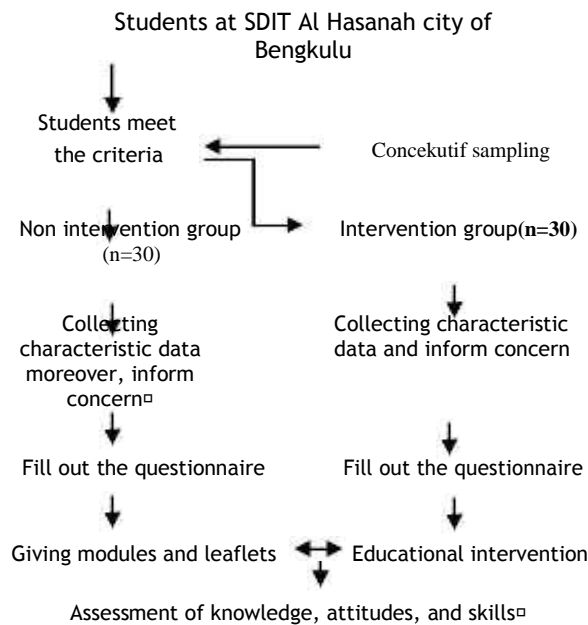
Data from the Bengkulu Province Women's Light Crisis Center (WCC) in ANTARA News: 2016 recorded that from January to June 2015, the level of sexual violence against minors was quite high. Ten cases of sexual violence occurred in underage children, four cases were rape, and six other cases were sexual abuse.

Based on the initial survey through interviews in several primary schools in the city of Bengkulu, there was no data on the efforts made by teachers and schools to take precautionary measures against sexual violence against children, the absence of curriculum content that discussed sex education and prevention

efforts. Handling the problem of sexual violence in children.

II. METHODS

Design of the study used *quasi-experiment* with *pre* and *post-test with the control group*. Samples were taken as many as 30 people for each intervention and non-intervention groups, with research inclusion criteria. Early prevention education of sexual violence in the intervention group was carried out on 21-22 and 29 October 2016. During the study, there were no samples *dropped out*. Retrieval of knowledge, attitudes, and skills of students for non-intervention groups is conducted one week after learning modules and leaflets are given.



III. RESULT

TABLE I. OVERVIEW OF CHARACTERISTICS AND EQUALITY OF RESPONDENTS

No	Variables	Group		p-value
		Non Interventions (n = 30)	Interventions (n = 30)	
1	Age, mean (SD) Median Min-max CI 95%	10,40(0,89) 10 9-12 10,07 – 10,73	10,43 (0,97) 10,50 9-12 10,07 – 10,80	0,891
2	Classes: 4 5 6	7(23) 11(37) 12(40)	6(20) 11(37) 13(43)	0,734
3	Children to: 1 2 3 4 5	24(80) 2(7) 2(7) 1(3) 1(3)	17(57) 7(23) 4(13) 2(7) 0	0,296
4	Tribes Outside Sumatra Sumatra	10(33) 20(67)	4(13) 26(87)	0,069

Table I Table 1 showed the age of respondents in the range of 9 to 12 years. The average age of 10.43 years (intervention group) and 10.40 years (non-intervention group). In both groups, found: the most grade 6, status of children most as the first child and the mother, Sumatran.

The equality test showed that there were no significant differences in an age before intervention ($p > 0.05$).

TABLE 2. OVERVIEW OF EQUALITY OF KNOWLEDGE, ATTITUDES AND SKILLS (N = 60)

No	Variable	Group		p value
		Non Interventions (n = 30)	Interventions (n = 30)	
1	Knowledge score Mean (SD) Median CI 95%	66,44 (12,80) 70 61,66 – 71,23	62 (10,76) 60 57,98 – 66,04	0,15 2
2	Score Mean(SD) Median CI 95%	25,40 (1,754) 26 24,75 – 26,05	25,27 (1,388) 26 24,75 – 25,78	0,74 5
3	skill score Mean(SD) Median CI 95%	33,30 (3,621) 34 31,95 – 34,65	32,70 (3,85) 34 31,26 – 34,14	0,53 7

Table 2 showed a test of knowledge, attitudes and skills equivalent ($p \text{ value} > \alpha = 0,05$)

TABLE 3. DIFFERENCES IN KNOWLEDGE, ATTITUDES AND SKILLS 2016 INTERVENTION GROUP(N = 60)

Variable	pre (mean, sd)	post (mean, sd)	Differences (mean, sd)	p-value in group	p-value between group
KNW-NI KNW-I	66.64 (12.81) 62.01 (10.78)	75.07(10.62) 74.89 (9.44)	8.62 (4.83) 12.88 (7.6)	0.0001*	0.012*
ATT-NI ATT-I	25.40(1.75) 25.27(1.39)	26.20(1.88) 26.77(1.55)	1.13(1.98) 1.50(1.04)	0.0001*	0.019*
Skill-NI Skill-I	33.30(3.62) 32.70(3.85)	35.07(3.66) 36.60(3.19)	1.77(3.73) 3.90(3.06)	0.0001*	0.019*

1*Knowledge nonintervention, two* Knowledge intervention
3*Attitude non intervention, 4* Attitude intervention
5*Non intervention, 6* Intervention

Table III Table 3 showed in the non intervention group differences knowledge after intervention 8,62 points, attitude 1,13 points, skill 1,77 points. In the intervention group, differences knowledge 12.88 points, attitudes 1.50 points and skills 3.90 points. The results of paired t-test showed that there were differences in knowledge,

attitudes, skills before and after the intervention with (p -value $< \alpha = 0.05$). The results of the independent t-test found that there was an effect of intervention on the knowledge, attitudes, and skills of respondents in the non-intervention group and intervention with (p -value $< \alpha = 0.05$)

By (4) that Knowledge or cognitive is dominant, that is very important for the formation of one's actions and to change knowledge, attitudes, and behavior are by education and training.

According (1) "the right and effective elements to eliminate violence progressively are Education and Training." One of the efforts to prevent violence is made through teaching *personal safety skills* the consists of three skill components known as the 3 R slogan, *Recognizing, resist and report* (1)

TABLE IV
VARIABLE CONTRIBUTED TO KNOWLEDGE

Variable	B	SE	B	P	R	R ²
Constant	42,870	19,082		0,0001	0.71	0.50
Age	-4,023	1,697	-0,557	0,022	0	4
KNW (pre)	-0,216	0,067	-0,386	0,002		
ATT (pre)	1,210	0,455	0,284	0,010		
Skills (pre)	-0,082	0,202	-0,046	0,685		

Table IV showed the variable had a relationship ($r = 0.710$) with knowledge of 50.4% ($R^2 = 0.504$). Variables that do not have influence were age, pre-intervention attitude, and pre-intervention skills.

TABLE V
VARIABLE MOST CONTRIBUTE TO THE KNOWLEDGE

Variable	B	SE	B	p	R	R ²
Constant	33.541	4.143		0.0001	0.59	0.3
Non-I* and I	-2.993	1.436	-0.226	0.042	5	54
I-pre KNW	-0.285	0.061	-0.510	0.0001		

Table V showed knowledge before intervention in groups 35.4%. Regression equations obtained are:

"Early prevention knowledge of sexual violence = 33,541-2993 interventions - 0.285 scores of initial knowledge possessed before the intervention."

From modeling, it concluded groups that were given early education about sexual violence were lower in knowledge scores 3 points after variable control fundamental knowledge possessed.

TABLE IV
VARIABLE CONTRIBUTED TO ATTITUDE

Variable	B	SE	B	p	R	R ²
Constant	9.528	10.326		0.360	0.42	0.18
Non-I* dan I	-1.934	0.942	-0.275	0.045	7	2
Age	0.172	1.127	0.045	0.879		
I-pre KNW**	-0.095	0.077	-0.320	0.222		
I-post KNW	0,047	0,85	0,113	0,630		

*Intervention
**Knowledge

Table VI showed characteristics have a relationship ($r = 0,427$) with attitudes 18.2% ($R^2 = 0.182$). Variables that do not have influence were age, knowledge of pre-intervention and knowledge of post-intervention.

TABLE VII
VARIABLE MOST CONTRIBUTE TO ATTITUDE

Variable	B	SE	B	p	R	R ²
Constant	10 979	3968		0008	0426	0.182
Non-I* dan I	-1945	0.930	-0.276	0041		

*Intervention

Table VII showed attitudes before the educational intervention in the group can explain the variation of 18.2%. Regression equations obtained are:

"Early sexual violence prevention attitudes = 10,979 - 1,945 intervention"

From the modeling concluded that: the group is given early prevention had score 2 points before the intervention

TABLE VIII
VARIABLE CONTRIBUTED TO SKILL

Variable	B	SE	B	p	R	R ²
Constant	12.252	0.636		0.023	28.729	0.404
non-I and I	-1.617	0.875	-0.230	0.070		
Age	-1.062	1.056	-2.77	0.319		
KNW (pre)	-0.052	0.071	-0.174	0.471		
KNW (post)	0.007	0.078	0.018	0.934		
ATT (pre)	0.134	0.394	0.059	0.734		
ATT (post)	0.030	0.345	0.015	0.931		
skills (pre)	-0.498	0.119	-0.522	0.0001		

Table VIII. how variable correlated ($r = 0.636$) with the skills 40.4% ($R^2 = 0.404$). Variables that did not have influence were the age, knowledge of pre-intervention, knowledge of post-intervention, attitudes of pre-intervention, post-intervention attitudes and interventions.

TABLE IX
VARIABLE MOST CONTRIBUTE TO skill

Variable	B	SE	B	p	R	R ²
Constant	28 729	12 252		0023	0 636	0404
Non-I* dan I	-1 617	0875	-0.230	0.195		

Table IX showed skills to explain the variation of 40.4%. Regression equations obtained are:

“Early prevention skills of sexual violence = 28,729 - 1,617 interventions + 0.468 scores of initial skills before intervention”.

From modeling, it concluded the group given early prevention of score sexual violence was 2 points lower before intervention after the initial skill score was controlled.

The results showed that the characteristics of respondents had a relationship with the knowledge, attitudes, and skills of children about early prevention of sexual violence in children. Regression test results showed that the group given early education about sexual violence in children had a lower knowledge score of 3 points before the intervention after being controlled by the first knowledge variable, attitude 2 points lower before intervention and skill 4 points after the initial skill control.

Factors that can influence the level of knowledge are education, age, experience, social status, economy, culture and health conditions. The higher the level of education of a person, the higher the level of knowledge, the more a person's age, the more knowledge will increase, one's experience will increase discourse and increase his knowledge, the higher the level of social, economic, cultural and health conditions of a person, the higher the level of knowledge (4).

Early prevention programs can be carried out using health promotion. Health promotion is an

an effort to improve and control one's health (5). Prevention programs carried out through workshops, seminars, training, group discussions, film screenings, posters, as well as traditional means are seen as not dull. Prevention program implementation can be in an open area, wilderness or group meeting., (5).

According (8), sex education can be used as a way to reduce or prevent sexual abuse, especially preventing unexpected negative impacts such as unplanned pregnancy, sexually transmitted diseases, depression and feelings of sin.

Several efforts to prevent sexual violence against children are voiced by the Indonesian Child Protection Committee (KPAI) through various campaigns on children's rights, socialization of the effects of sexual violence and penalties for perpetrators of sexual violence and various training for parents and teachers regarding early detection of sexual violence. Children may experience that.

(7) stated that counseling related to sexual violence in children greatly helped mothers about how to communicate well with children in conveying the importance of understanding children about sensitive areas of children. Training *Respect education* conducted by Muhammadiyah Elementary School teachers throughout DIY can instill respect attitudes and behaviors for trainees (1)

CONCLUSION

There was an influence of intervention on knowledge, attitude, and skills. Educational interventions are most influential on knowledge and attitudes.

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16

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