

Personal Safety Skill Program to Improve Children's Sexual Knowledge in Class B2 Dharma Wanita 1 Boloh Institution

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Abstract

This study aims to determine the effect of the personal safety skill program on children's sexual knowledge in class B2, Dharma Wanita 1 Boloh institution. This study used a quantitative approach to the One Group Pretest-Posttest Design experimental method by giving treatment to children. This study involved 30 children in Dharma Wanita 1 Boloh Kindergarten who were selected using a non-probability sampling technique, purposive sampling. Statistical analysis used the Paired Sample T-test analysis technique through IBM SPSS Statistics 22 software. The results showed that at the level of sexual education in children in class B2 after the treatment was implemented in the form of a personal safety skill training program the average result was 76.17 to 103.80, which means there is an increase in value of 27.63. Based on the calculation of the t-test, the value of $t_{count} > t_{table}$ ($15,170 > 2.042$) is obtained, with a sig. (2-tailed) is 0.000, which is ($0.000 < 0.05$). Based on this, it shows that (H_a) is accepted and (H_o) is rejected, thus it can be concluded that the personal safety skill program can increase children's sexual knowledge in class B2 Dharma Wanita 1 Boloh Kindergarten. As for suggestions that can be given by researchers for further research, it is necessary to consider the number of subjects so that the implementation of the research is easy to control as well as in-depth observation to see the extent of sexual knowledge in the research subjects.

How to cite

INTRODUCTION

Children are a gift from God Almighty, to which dignity and rights as human beings are attached which must be upheld. In terms of national and state life, children are the future of the nation and the next generation of ideals, so every child has the right to survival, growth, and development, participation and is entitled to protection from acts of violence and discrimination as well as civil rights and freedoms (Wijaya & Ananta, 2006). As part of the nation's next generation, children have a strategic role in ensuring the existence of the nation and state in the future. For them to be able to assume this responsibility one day, they need to get the widest possible opportunity to grow and develop optimally, both physically, mentally, socially, and spiritually (Huraerah, 2021). If there are no parties to implement it, the implementation of these rights and obligations will become the responsibility of the state (Makara, 2013).

Children as a group of people are very vulnerable to becoming victims of criminal acts. Many children are targeted as objects of satisfaction for criminal offenders. In Indonesia itself, cases that are very common nowadays in children are children who are victims of sexual violence. Sexual violence against children is a threat to the nation that can damage children, both physically, mindset, mentally, and psychologically (Fajar, Susanto, & Achwandi, 2019).

The Head of the Empowerment and Child Protection and Family Planning (DP3AKB) service Grobogan Indartiningih, through the Head of the Child and Women Protection Agency Agus Setijorini, said that the incident of violence was like an iceberg phenomenon. There are many cases of violence, but many are not reported. Of the several types of cases, the most frequent occurrence is still sexual violence. The average perpetrators are in their surroundings, such as biological fathers, stepfathers, grandfather, and relatives to neighbors (Aditya, 2022). Several forms of violence in early childhood that are often found in society are physical violence, psychological violence, sexual violence, or psychological and the neglect or neglect of children is carried out by parents or caregivers (Risma, Solifah, & Satria, 2020).

Fadhli (2017) stated that children's limitations such as being weak, easily influenced, easily tricked, and not at high risk cause children to always be seen as vulnerable and tend to become victims of any sexual violence behavior. Acts of sexual violence also have an emotional and phy-

sical impact on children. Emotionally, children as victims of violence feel stress, depression, mental shock, feelings of guilt and self-blame, fear of dealing with other people, images of incidents where children receive sexual violence, nightmares, and insomnia (Mustari, 2019). Weber and Smith (2010) reveal the long-term impact of sexual violence on children who are victims of sexual violence in childhood and have the potential to become perpetrators of sexual violence in the future (Ligina, Mardhiyah, & Nurhidayah, 2018). This indicates the importance for children to be equipped with efforts to prevent and overcome sexual violence (Ekaningtyas, 2020).

In preventing sexual violence, parents and the environment closest to children are the most appropriate to provide sexual education from an early age, for this reason, consistent learning and understanding is needed for children about sexual education.

One of the efforts that can be made to prevent sexual violence in children is through teaching *personal safety skills* or children's *personal safety skills*. According to Miltenberger & Thiese-Duffy (1998), a *personal safety skill* program is a form of preventing sexual violence by training children to refuse seduction from strangers and immediately leave dangerous situations. In line with that, Wurtele & Owen (1997) said that *personal safety skills* are an effort that combines knowledge and skills through group instruction to help children protect themselves from sexual violence.

Given the importance of sexual education for early childhood, it is necessary to provide appropriate sexual education for children. The purpose of having sexual education material for early childhood is so that in the delivery of sexual education it can be conceptualized in delivery so that it is easily understood by children and it is hoped that children will avoid deviant sexual behaviors that endanger themselves.

The provision of sexual education for children is the responsibility of all parties: parents, teachers, society, and government. Preventive measures that can be applied in preventing sexual violence against children are by providing sexual education from an early age, especially in early childhood education or kindergarten.

In a meta-analysis study conducted by Berick and Barth (1920), it was found that the knowledge obtained from the *personal safety skill* program class tended to last for approximately one year in elementary school-aged children (98%) and preschool-aged children (86%) (Wurtele, 2008). The application of sexual education must also match the characteristics of the needs

of early childhood by using appropriate learning methods based on the child's cognitive level (As-tuti, Sugiyatno, & Aminah, 2017).

In observations at Dharma Wanita 1 Boloh Kindergarten that researchers have conducted, there are still many children who do not know what sexual violence is, how children should behave or act when someone touches their body parts, and how children should take precautions when experiencing this condition. In addition, parents also do not know how to provide understanding about knowledge and prevention of sexual violence to children, because parents consider this to be something taboo and do not know how to provide such learning to children.

For this reason, this research will be carried out at TK Dharma Wanita 1 Boloh to determine the effect of the *personal safety skill* program on increasing sexual knowledge in children as an effort to provide sexual education and prevent acts of sexual violence in children.

RESEARCH METHODS

The type of research used in this research is quantitative with the Pre-Experimental design method because there are still external variables that have an influence on the formation of variables and there is no control variable, the design technique used is a one-group pretest-posttest design so that the treatment results can be known more accurately, because it can be compared with the situation before being given treatment or treatment.

The independent variable is the *personal safety skill* program, and the dependent variable is children's sexual knowledge

The population in this study included all students at Kindergarten Dharma Wanita 1 Boloh, totaling 60 children. In this study, the sample was determined using a non-probability sampling technique, purposive sampling, namely a sampling technique that does not provide equal opportunities for each member of the population to be selected as a sample and through certain considerations. This study used 30 samples which included 16 boys and 14 girls in class B2 who attended Kindergarten Dharma Wanita 1 Boloh.

The data collection technique in this study used observation techniques, namely by coming directly to the field to find out how far children's sexual education was at Dharma Wanita 1 Boloh Kindergarten and using a questionnaire, namely by reading the question items directly to the children.

The results obtained were then analyzed

using the Paired Sampling T-test technique to see the effect of the *personal safety skill* program on children's sexual knowledge in class B2 TK Dharma Wanita 1 Boloh

RESULTS AND DISCUSSION

This research was conducted by providing treatment or *personal safety skill* program treatment for 14 meetings to 30 children in class B2 Kindergarten Dharma Wanita 1 Boloh.

The results obtained in this study are:

Table 4. 1 Description of Pretest and Posttest Data

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pretest	30	57	97	76,17	11,794
Posttest	30	87	116	103,80	7,034
Valid N (Listwise)	30				

The table above can be compared with the results of the scores on the pretest and posttest data with the number of respondents or a sample of 30 children. It can be seen that there is an increase in the child's post-test sexual knowledge after being given treatment or treatment. The minimum pretest score for children's sexual knowledge was 57 and it increased to the minimum post-test score, which was 87. Meanwhile, the maximum pretest score was 97 and increased to the maximum posttest score, which was 116. The mean value or average value of the pretest for children's sexual knowledge was 76.17. and the average value of the Posttest data on the sexual knowledge of children is 103.80.

Table 4. 2 Pretest Score-Category of Children's Sexual Knowledge

No	Interval	Criteria	Sum	%
1	105-124	Growing as well	0	0%
2	81-104	Growing as expected	11	34%
3	56-80	Growing	19	63%
4	31-55	Ingrowing	0	0%
	Totally		30	100%
	Sum			

In the pretest score category table for children's sexual knowledge, it can be seen that there are no children with growing as well namely 0%. The results of the percentage of children in the

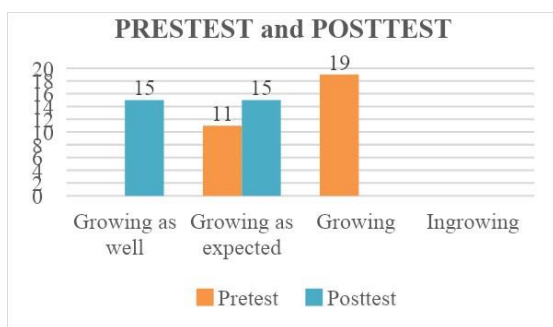
growing as-expected category showed 34% with a total of 11 children. The results of the percentage of children on the growing criteria amounted to 19 children. While the ingrowing shows a percentage of 0% and there are no children in that category.

The growing category in children has the highest percentage with 63% totaling 19 children, compared to the growing as expected category which has a percentage of 34% with a total of 11 children, which is a difference of 8 children.

Table 4. 3 Posttest Score-Category of Children's Sexual Knowledge

No	Interval	Criteria	sum	%
1	105-124	Growing as well	15	50%
2	81-104	Growing as expected	15	50%
3	56-80	growing	0	0%
4	31-55	Ingrowing	0	0%
Totally sum			30	100%

In the table above, it can be seen that the ingrowing and growing categories show a percentage of 0%, which means there are no children in that category. Then, in the growing as expected category, it has a percentage of 50% with a total of 15 children. included in the growing as well category has a percentage of 50% with a total of 15 children.



Picture 4. 1 Graph of Pretest and Posttest Score Categories

Based on the pretest-posttest diagram above, it can be seen that the number of children who are in the ingrowing category before and after the implementation of the *personal safety skill* program is 0 children. In the growing category, there were 19 children, and this decreased to 0 children after the treatment was applied. Included in the category of growing as expected as many as 11 children after being given treatment increased to a total of 15 children. Likewise in the growing as

well category where as many as 0 children increased to 15 children.

As for the comparison of the average score of the value of children's sexual knowledge before and after being given treatment or treatment namely;

Table 4. 4 Table of Comparison of Scores of Sexual Knowledge Values

Children's sexual knowledge	The score before treatment	The score after treatment
Body Ownership	2,34	2,39
Touch	2,59	3,49
Assertiveness	2,38	3,76
The "no-go-tell" sequence	2,18	3,28
Secrecy	2,65	3,38
Intuition	2,05	3,19
Support system	3,08	3,33
Blame	2,21	3,23

The table above shows that the child's sexual knowledge regarding Assertiveness, namely sexual knowledge about how to dress up, dress modestly and neatly, and dress according to gender, has the highest average value among other children's knowledge with a value of 3.76.

Judging from the pretest-posttest category score, it can be concluded that sexual knowledge in children has increased after being given treatment.

Mubarak in Darsini, Fahrurrozi, & Cahyono, (2019: 97) defines knowledge as everything that is known based on human experience itself and knowledge will increase according to the process of experience experienced.

Knowledge is an important component in the process of child development. Sulton in Ginting, (2018: 160) states: "Human knowledge will develop and improve attitudes and behavior based on an insight from experience possessed, while a quality mindset will produce a powerful work that is useful for increasing the dignity and human dignity". in other words, knowledge is the basis of the formation of attitudes and skills. In line with this, Nofiana & Tasu'ah's research (2020) states that education is a process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. Pendidikan juga merupakan salah satu faktor yang sangat berpengaruh bagi kemajuan sebuah bangsa dan salah satu faktor yang sangat berpengaruh bagi kema-

juan sebuah bangsa dan salah satu pendidikan yang berhak didapatkan ialah pendidikan seksual (Kholis & Pranoto, 2022)

According to Ulwan (1995), the scope of sexual education does not only teach about sexuality but also relates to aspects of morality, ethics, law, culture, and social behavior. Therefore, sexual education as emphasized by Sarwono (2004) can be used as a way to reduce or prevent sexual abuse, especially to prevent the expected negative effects such as unplanned pregnancies, sexually transmitted diseases, depression, and sinful behavior.

Sexual knowledge in children is not about supporting children to have sexual intercourse but explaining the natural sexual function themselves and the consequences if misused. Sexual education is an effort to teach, raise awareness, and provide information about sex, and how to protect it from the point of view of health, hygiene, security, safety, and being responsible for reproductive health (Andika, 2010).

Personal safety skills or *personal safety skills* are a set of skills that need to be mastered by children to maintain their safety and avoid acts of sexual violence.

According to Miltenberger & Thiese Duffy (1998), *Personal safety skill* is a form of preventing sexual violence by training children to refuse seduction to strangers and immediately leave dangerous situations. In line with Miltenberger et al., Wurtele & Owens (1997) said that *personal safety skills* are an effort that combines knowledge and skills through group instruction to help children protect themselves from sexual violence. Focus on teaching *personal safety skills*, namely increasing children's ability to understand sexual violence, develop basic skills to save themselves from dangerous situations, and be able to report inappropriate actions to others.

Research conducted by Finkelhor (2009) says that one way to deal with the occurrence of sexual violence in children is to take precautions, namely by providing skills or skills to protect themselves from sexual violence, such as being able to identify dangerous situations, break off threatening relationships, reject the solicitation of perpetrators, and asking for help.

Bagley and King (2004) (Duma, 2017) *personal safety skills* consist of 3 skill components namely:

recognize, namely the child's ability to recognize the characteristics of people who have the potential to commit sexual violence,

resist, namely the child's ability to survive treatment or acts of sexual violence, and

report the child's ability to report the unpleasant sexual acts they receive and be open to parents.

In addition, to prove the effectiveness of the *personal safety skill* program on children's sexual knowledge, a paired sample t-test was carried out

Table 4. 5 Uji Hipotesis Paired sample t-test Statistic

Paired samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	76,17	30	11,794	2,153
	Post-test	103,80	30	7,034	1,284

The table above shows that the value for the pretest obtained an average or mean of 76.17 while the posttest value obtained an average value of 103.80. The number of respondents used as the research sample was 30 children. for the Std value. Deviation (standard deviation) in the pretest was 11.794 and the post-test was 7.034 and the Std. The mean error for the pretest is 2.153 and for the post-test is 1.284.

The average value of the Pretest was 76.17 < Posttest 103.80, which means that descriptively there is an average difference between the Pretest and Posttest results. Furthermore, to prove whether the difference is real (significant), it is necessary to interpret the results of the paired sample t-test contained in the "Paired Samples Test" output table.

Table 4. 6 Hypothesis Paired Samples test Paired Samples Test

	t	df	Sig. (2-tailed)
Pair 1 Pre Test-Post Test	-12,170	29	,000

According to Singgih Santoso (2014: 265), guidelines for decision-making in the paired sample t-test based on the significance value (Sig.) of the SPSS output results, are as follows.

if the value of Sig. (2-tailed) < 0.05, then Ho is rejected and Ha is accepted, and vice versa.

Based on the table above, it is known that the value of Sig. (2-tailed) is 0.000 < 0.05, then Ho is rejected and Ha is accepted.

This means that Ha is accepted so that there is an influence on the child's sexual knowledge before and after the implementation of the

personal safety skill program. The table above also shows the average (mean) values for the pretest and posttest data on sexual knowledge, namely 76.17 and 103.80. This means that there is an increase in the score of 27.63, so it can be concluded that the average child's sexual knowledge is better and has increased after the application of the treatment or treatment in the form of the application of a *personal safety skill* program than before the application of the treatment.

CONCLUSION

Based on the results obtained in this study, it can be concluded that:

After implementing the *personal safety skill* experiment the value of sig. (2-tailed) is 0.000, based on taking if the value of sig. (2-tailed) < 0.05 then H_a is accepted and H_o is rejected. The average score of children's sexual knowledge is 76.17 to 103.80, which means that there is an increase in the value of 27.63 in children's sexual knowledge.

From these results, it can be concluded that the *personal safety skill* program can increase children's sexual knowledge in class B2 TK Dharma Wanita 1 Boloh. In conclusion, the suggestions that can be given by researchers are that it is hoped that sexual education can be taught in the early childhood learning process, and the school is expected to be able to continue and apply the things that are taught during the experimental research. For future researchers, it is necessary to consider the number of subjects so that the implementation of the research is easy to control as well as in-depth observation to see the extent of sexual knowledge in the research subjects.

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