

The Effectiveness of Sex Education to Increase Personal Safety Skill

Widi Astuti, Hasnida, Rr. Lita Hadiati

Faculty of Psychology Universitas Sumatera Utara, Indonesia

Abstract— This study aimed to determine the effectiveness of sex education to increase personal safety skill. Subjek in this study were 69 students of school X who is in grade 4 elementary school. Sampling Method that is used random sampling. The data were analyzed by using t-test. The finding confirms that sex education effective to improve personal safety skill. The implications of this research for school an use interventions that are uses as a solution to child sexual abuse.

Keywords— Sex education, personal safety skill, sexual abuse.

I. INTRODUCTION

In recent years many cases of child abuse from verbal, sexual, physical, emotional / psychological violence and neglect (Juniawati, 2015). It's irony that 85% of perpetrators of violence against children is a person who is known by the child himself (Hull dalam Mashudi & Nur'aini. 2015). According to data from the National Children's Alliance (NCA) in 2014 reported that more than 324,686 child experienced violence, Which is, sexual violence 202,265 person (62%) , physical violence 55,264 person (17 %), neglect 22047 person (7%), witnessed violence 17339 person (5%), drug threat 11421 person (4%), others 16268 person (5%) (NCA, 2015). From the data shows the greatest percentage of violence that occurs in children is sexual violence (NCA, 2015).

Meanwhile, in Indonesia according to data from the Indonesian Child Protection Commission (KPAI, 2015) shows the number of violence against children increased from 2,178 cases in 2011, 3512 cases in 2012, 4,311 cases in 2013, 5066 in 2014 and 6,006 case in 2015. On the other hand, cases of sexual crimes are really alarming in the city of Medan. According to an interview with one of the staff of DISKRIMSUS POLDA SU, said that there was an increasing for cases of sexual violence in children. He stated that cases of sexual abuse that occurred in 2014 there are 14 cases, in 2015 there were 27 cases, while in 2016 increased to 115 cases (interviews, 2017, August)

Studies of Kenny, Capri, Kolar, Ryan and Runyon (2008) prove that sexual violence against children not only affects to physical health but also mental health. Other side there are several main factors causing of sexual violence against children that are the lack of religious education, the lack of attention of parents due to abandoned wander and lack of public awareness in neighboring.

Other factors that also contribute to the lack of sex education in children according to age, poverty and unemployment, free sex and lifestyle, loss of character and culture of the nation, and information globalization (IT)

(Romantika, 2014). Based on that fact it's need the real effort so that children can live peacefully and happy. Children need to be socialized and directed to equip themselves in order to raise awareness, increase their knowledge and understanding to be more sensitive to sexual crimes (Barron & Topping, 2009).

Empirical facts confirms that the lack of awareness of children in having the skills to protect themselves (personal safety skill) to make children vulnerable to experience sexual violence (Handayani, 2017). Personal safety skill is a skills that children need to maintain their safety and avoid sexual violence (Handayani, 2017). Personal safety skill is considered capable of raising awareness and ability of children to avoid sexual violence (Mashudi & Nur'aeni, 2015).

Personal safety skills can be a protective factor to keep away from predator or triggers of sexual violence (Mashudi & Nur'aeni, 2015).

One of the way to improve the ability to protect children is by providing education or sex education to avoid sexual violence in children (Mashudi & Nur'aeni, 2015). Sex education provided to children is a preventive effort in preventing child sexual abuse (Lin: 2011). One place to start introducing about sex education is the school (Marwa, 2016). This is because part of the time children are spent in schools where they are not in the supervision of parents or family. This means that the child must to keep him either in school or place outside the school environment (Skarbek, Hahn & Parrish, 2009)

According to Goldman and Grimbeek (2011) that elementary school age is the right time to provide an understanding of sexual violence more clearly. Unfortunately in Indonesia sex education has not been incorporated into the school curriculum and is still considered taboo to be discussed. As we all know school-based sex education can reduce the risk of sexual violence in children because it can increase the understanding and ability of children's self-protection against the threat of sexual violence.

Early child sex education could given understanding of child ware about his or him condition, understanding of the opposite sex, and understanding to avoid sexual violence. Sex education begins with the introduction of body parts, then teaches which parts of the body are private areas and should not be touch by others (Chomaria, 2014).

Therefore, researchers intend to provide sex education as a preventive effort to improve personal safety skills of children will be sexual violence.

II. OBJECTIVES AND METHODS

The main purpose of this study is to know effectiveness of sex education to increase personal safety skill. The participants were all the student's grade 4 elementary school who have a low and middle personal safety skill skor. The number of students included in the category of low and medium personal safety skills is 69 people. The measurement tools used in this study is personal safety skill scale.

Personal safety skill scale was based on King and Bagley theory (2004): recognize, resist, and report. Item on personal safety skill consisting of 24 items with reliability (α) = 0.917. Measuring instruments used Likert scale consisting of five choice of answers, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree with score lever per item 1 for strongly Agree to 5 for Strongly Disagree.

III. RESULTS AND DISCUSSIONS

Hypothesis of this study is sex education effectif to increase personal safety skill. the two assumption test for t-test analysis are fulfilled, so that the research data can use parametric statistical principles. Data analysis obtained on personal safety skill used paired sample t-test anlysis to experimental group showed $p= 0.000$ ($P<0.005$). It means after the training was given, experimental group experienced an increase in personal safety skill.

Results of paired sample t-test analysis in the control group showed $P=0.391$ ($P>0.05$). This means that after the training was given, control group constantly showed a low personal safety skill. Result of independent sample t-test, posttest score in the experimental group and control group showed $P= 0.001$ ($P<0.05$).

The statistical test of hypothesis is accepted. This means there is a different score between the experimental group and control group which sex aducation effective to increase personal safety skill. This is in accordance with research conducted by Finkelhor (2009), entitled "The Prevention of Childhood Sexual Abuse".

The results of this study explain: This program provides skills such as how to identify dangerous situations, reject the approaching foreigners, and how to call for help to prevent child sex abuse by providing school-based education programs n m children. According to Erogul, Ayse & Ozlem (2013) in his research shows that sex psychoeducation can protect children from sexual violence.

In line with that opinion Marwa (2016) explains that people who are learning and / or getting a training program, knowledge, attitude and skills, then the person will experience a change to a better direction. The increase in scores seen on all subjects shows that all subjects were able to protect themselves from victims of sexual violence, in which they were able to recognize the things that could make them victims of sexual violence. They are also able to defend themselves when in a state of urgency and in the end they are able to report if there are acts of violence that they experience.

The ability of students in protecting themselves is not only seen from the increase in score alone. It is also seen from the

observations made during roleplay activities. Based on the observations students seem able to resist and avoid unpleasant treatment by showing proper facial expressions and issuing NO or DO NOT, and able to avoid unpleasant situations such as running or hitting perpetrators who perpetrate sexual violence. This is in suitable with Barron and Topping, 2009 which says that through increased knowledge, can make a person have attitude changes, and skills and behavior (practice).

IV. CONCLUSION

Based on the analysis, it can be concluded that sex education is effective to improve personal safety skill of children against sexual violence. The implications of this study are that schools can use this interventions as a solution to avoid self-sexual violence.

REFERENCES

- [1] C. Bagley and K. King, *Child Sexual Abuse: The Search for Healing*, New York: Routledge, 2004.
- [2] I. G. Barron, and K. J. Topping, "Sexual abuse prevention programme fidelity: Video analysis of interactions," *Child Abuse Review*, vol. 20, issue 2, pp. 134-151, 2010.
- [3] N. Chomaria, *Pelecehan Anak, Kenali dan Tangani! Menjaga Buah Hati dari Sindrom*, Solo: Tiga Serangkai, 2014.
- [4] A. R. C. Erogul and O. K. Hasirci, "The effectiveness of psycho-educational school-based child sexual abuse prevention training program on Turkish elementary students," *Educational Sciences: Theory and Practice*, vol. 13, issue 2, pp. 725-729, 2013.
- [5] D. Finkelhor, "The prevention of childhood sexual abuse," *The Future of Children*, vol. 19, no. 2, pp. 169-194, 2009.
- [6] J. D. G. Goldman, and P. Grimbeek, "Sources of knowledge of departmental policy on child sexual abuse and mandatory reporting identified by primary schoolstudent-teachers," *Education Review*, vol. 63, issue 1, pp. 1-18, 2011.
- [7] T. Handayani, "Pencegahan permainan "Starter" melalui pendekatan personal safety skill pada murid sekolah dasar," *Journal of Empowerment*, vol 1. no. 1, pp. 59-70, 2017.
- [8] Juniawati, "Komunikasi dalam keluarga: Upaya strategis mencegah kekerasan pada anak," *Jurnal Raheema*, vol. 2. no. 1, 2015.
- [9] M. C. Kenny, V. Capri, R. R. Kolar, E. E. Ryan, and M. K. Runyon, "Child sexual abuse: From prevention to self -protection," *Child Abuse Review*, vol. 17, issue 1, pp. 36-54, 2008.
- [10] D. Lin, X. Li, X. Fan, and X. Fang, "Child sexual abuse and its relationship with health risk behaviors among rural children and adolescents in Hunan, China," *Child Abuse Negl*, vol. 35, no. 9, pp. 680-687, 2011.
- [11] M. Marwa, "Pengetahuan, sikap dan keterampilan guru sebagai prevensi terhadap kekerasan seksual pada anak," *Journal An-nafs: Kajian dan Penelitian Psikologi*, vol. 1 no. 1, 2016.
- [12] E. A. Mashudi and Nur'aini, "Pencegahan kekerasan seksual pada anak melalui pengajaran personal safety skill," *Metodik Didaktik*, vol. 9, no. 2, pp. 60-71, 2015.
- [13] National Children's Alliance. (2015). <http://www.nationalchildrenalliance.org/> (diakses Agustus 8, 2017)
- [14] P. Romantika, "Upaya pencegahan kekerasan seksual terhadap anak oleh pusat pelayanan terpadu pemberdayaan perempuan dan anak (P2TP2A) di Kabupaten Wonogiri," Universitas Islam Negeri Sunan Kalijaga, Fakultas Syari'ah dan Hukum, Diakses pada tanggal, 2014.
- [15] D. Skarbek, K. Hahn, and P. Parrish, "Stop sexual abuse in special education: An ecological model of prevention and intervention strategies for sexual abuse in special education," *Sexuality and Disability*, vol. 27, issue 3, pp. 155-164, 2009.