

## Sexual Psychoeducation to Build Awareness and Knowledge among Elementary School Students

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### ABSTRACT

*Cases of sexual violence against children in Indonesia continue to increase; the targets are children, who are still vulnerable because they are considered weak and dependent on adults. Lack of knowledge about sexual violence is also the reason they become victims of violence and sexual harassment. In Bogor Regency, 173 cases of sexual violence against children were reported. The violence that occurred included verbal, psychological, and physical violence, with some of the most severe cases causing broken bones. The goal is to reduce sexual violence by providing knowledge about body anatomy, touch limits, and how to prevent sexual harassment. This sexual psychoeducation is carried out using the presentation method. There are three stages carried out, namely the preparation stage, the implementation stage, and the evaluation stage. The results of this activity show that there has been an increase in awareness, in grade 5 of elementary school; there are 15 male and 16 female students. Before this activity, only 14% of male students (2 children) and 16% of female students (3 children) knew a little about it. However, this activity increased to 94% of male students (14 children), and 100% of female students (16 children). Then, in grade 6 of elementary school, there are 30 male and 24 female students. Before this activity, only 50% of male students (15 children) and 60% of female students (14 children) knew a little about it. However, this activity increased to 98% of male students (29 children), and 100% of female students (24 children). So, the students can recognize the anatomy of the reproductive organs and know about sex education and efforts to prevent sexual harassment.*

**Keywords:** Child Sexual Abuse Prevention; Early Childhood Education; Psychoeducation; Reproductive Anatomy; Sex Education.

## 1. Introduction

Child sexual harassment involves unwanted sexual advances, requests for sexual favours, verbal or physical conduct of a sexual nature, or any behaviour of a sexual nature that makes an individual feel offended, embarrassed, and/or intimidated (Finkelhor, 2009). Cases of violence in Indonesia continue to increase every year. Based on data from the Ministry of Women's Empowerment and Child Protection in 2024, there were 19,813 cases recorded, with sexual violence being the most dominant form of violence. The age range of children is in third place with 4,386 victims; the reason children are vulnerable to becoming victims is because the perpetrators do not look at their background, situation, or location (Rosyadi et al., 2024). Such reactions are reasonable given the context and circumstances, and such actions interfere with work, create an intimidating, hostile, or offensive work environment, or are used as a requirement of employment. Sexual harassment can occur anytime, anywhere, and by anyone (Hermawan, 2023).

In cases of violence against children, sexual violence is the most common form of violence; the forms of sexual violence against children include holding or touching private areas, interactions that contain sexual content, exposing genitals to minors, and having intimate relations with children (Makarim, 2022). According to Khoirunnisa (2021) Children are vulnerable to becoming victims of sexual violence because they are considered weak and dependent on adults. In contrast, perpetrators of sexual abuse against children exploit the belief that children are very dependent on adults (Rosyadi et

al., 2024). In 2023, Bogor Regency reported 173 cases of sexual violence against children. The violence that occurred included verbal, psychological, and physical violence, with some of the most severe cases causing broken bones (Ikhsan & Assifa, 2024). Due to the rampant cases of sexual violence against children in Bogor Regency, one of the efforts to overcome this problem is by implementing sex education.

In Indonesia, sex education for children is still considered taboo, especially in early and middle childhood (Widyaningrum, 2018). Many parents think that sex education is not appropriate for young children. An important factor contributing to this problem is the lack of adequate sexual education for children. Children tend to view anything related to sexuality as deviant. Various factors, including family, community environment, and education system (Yanti et al, 2022). As a result, many children remain unaware of the risks that may occur due to sexual abuse (Joni et al, 2020). In addition, their curiosity about the body often drives them to seek information from dangerous sources (Syofiyanti, 2021). Providing sex education in the family can be one way to provide children with correct information about sex, health, and reproductive problems. The ability, skills, and willingness of parents to provide sex education will affect the child's views in the future (Chasanah, 2018). The impact that occurs if sex education is given early or since childhood is that when entering adolescence, they do not feel awkward and are more responsible for themselves (Hermawan, 2023).

According to Wajdi (2021) that irresponsible sexual behaviour can place various risks or reproductive health problems. Therefore, premarital sexual behaviour cannot be underestimated because it has the potential to cause more complex problems and endanger health. Hayati et al (2021) stated that premarital sexual relations can have physiological, psychological, and social impacts on the perpetrators, which, in the end, can harm themselves, their families, and the surrounding environment.

Sexual behaviour is a manifestation of behaviour triggered by sexual urges, both towards individuals of the same or different sex (Wurtele et al, 2010). This behaviour can vary from emotional attraction to various activities such as establishing relationships, showing affection, and having sex (Irma, 2023). Objects in sexual behaviour can include other people, fantasies, or oneself. Meanwhile, Susanti et al (2022) argue that sexual behaviour is a form of physical expression based on dependence, commitment, and trust. This behaviour arises from sexual urges that encourage individuals to interact with the opposite sex. Sexual behaviour itself is a way for humans to express and fulfil their sexual desires and passions, which are consciously thought about and realized through various physical actions (Yuwono, 2018).

In Cihowe Village, schools do not yet have special classes that discuss sex education. The facilitators took the initiative to provide psychoeducation about the importance of sex education for early childhood. In the group formed, some students from the Psychology study program will apply the knowledge gained during college, such as child, adolescent, and adult development, puberty, reproductive anatomy, and sexual problems. The facilitator held socialization at SDN Karya Bakti, which will be given to students in grades 5 and 6. According to the school's direction, the provision of psychoeducation was separated between male and female students because they have entered adolescence, and it is feared that they will feel uncomfortable. The material presented includes an introduction to the anatomy of the reproductive organs, body parts that others should not touch, good and bad touch, and material on sexual harassment. This socialization and psychoeducation aim to introduce the anatomy of the reproductive organs, understand body parts that should not be touched by others, and help reduce cases of sexual harassment (Tsuda, 2017).

According Sulistyowati et al (2018) stated that children are vulnerable to becoming victims because they are considered weak and dependent on adults, which perpetrators often exploit. The lack of knowledge of children about protecting themselves from sexual harassment, especially in schools that do not provide sex education, exacerbates this problem. In Cihowe Village, for example, there is no special class on sex education, even though this education is important to help children recognize and avoid harassment. Sex education is still considered taboo by many parents. However, it is important to provide it early so that children understand the parts of the student's body, reproductive health, and boundaries that must be respected. The lack of parental skills in providing sex education affects children's views on sexuality issues.

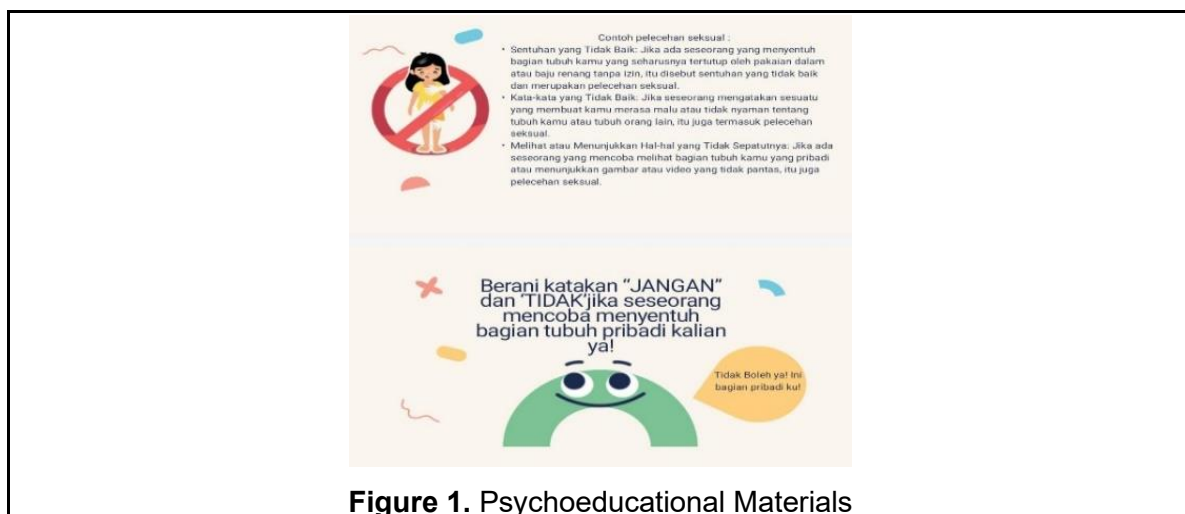
Schools, as official educational institutions, should provide facilities related to sexual education from an early age. However, sexual education in Indonesia is still considered taboo. Society assumes that it does not need to be taught to children. This assumption arises because of the lack of understanding of the community and teachers about sexual education for children and the methods and media used in delivering the material (Kamilah, 2021). Sex education has a broad meaning, including gender, reproductive function, hormonal changes, child puberty and so on. In addition, the material provided is adjusted to the child's developmental stage, such as helping them recognize their bodies, how to interact with the opposite sex, understand actions that lead to sexual harassment, and recognize the boundaries of bodily privacy (Rahmasari & Fathiyah, 2023).

Seeing this problem, the fasilitator from the Nahdlatul Ulama Indonesia University took the initiative to provide sex education psychoeducation at SDN Karya Bakti, Cihowe Village. This program aims to reduce sexual violence by providing children with knowledge about body anatomy, touch boundaries, and how to prevent sexual harassment, as well as involving teachers in disseminating this information (Pangestuti, 2021). However, implementing this program still needs to be improved and requires wider reach.

## 2. Method

The implementation of sexual psychoeducation activities is carried out using the presentation method, which consists of three stages (Wijayanti & Karimah, 2023), namely the preparation stage, the implementation stage, and the evaluation stage.

### a. Preparation Stage



**Figure 1.** Psychoeducational Materials

The preparation stage consists of determining the location of the service, obtaining permits, delivering socialization strategies, creating sexual psychoeducation materials to be delivered, and preparing equipment such as laptops, projectors, and rollans. (Figure 1).

#### **b. Implementation Stage**

The implementation stage consists of Socialization or delivery of material using the presentation method. The material presented includes an introduction to the anatomy of the reproductive organs, body parts that others should not touch, good and bad touches, and material on sexual harassment. In addition, the facilitator also displays animated videos as audio-visual support. (Figure 2).



**Figure 2.** Presentation of Material & Watching Animated Videos.

#### **c. Evaluation Stage**

The evaluation stage consists of question-and-answer discussions and guessing games related to the material presented. This evaluation aims to determine the student's understanding of the material presented. (Figure 3).



**Figure 3.** Students' Enthusiasm in the Guess the Picture Quiz Game.

This socialization and psychoeducation activity was conducted at SDN Karya Bakti in Cihowe Village RT. 02/RW. 01, Ciseeng District, Bogor Regency, West Java 16330. Participants involved in this socialization and psychoeducation were students of SDN Karya Bakti in grades 5 and 6. There were 34 students in grade 5 and 54 in grade 6. This activity was carried out for three days: Monday, September 2, 2024 - Wednesday, September 4, 2024.

### **3. Result and Discussion**

Psychoeducation in the form of sex education is an effort to transfer information about gender differences and the prevention of sexual harassment. Psychoeducation aims to increase children's knowledge and understanding. In this community service program, the material about gender differences and sexual harassment is delivered in simple language so children can easily understand the information (Masrurroh et al., 2022). It is in line with Piaget's statement that psychoeducation is provided in simple language and methods, namely by the cognitive development of preschool children (George, 2016).

At this stage, it is still in the concrete pre-operational stage, inviting students to watch animated videos, delivering material using presentation methods, and playing games such as guessing pictures related to the material that has been presented (Novianti, 2023).

The community service program in the form of sexual psychoeducation for students is carried out by providing several important materials (Figure 4):

1. Students are given basic knowledge about the anatomy of male and female genitalia.
2. Students are taught how to establish healthy relationships with the opposite sex.
3. Students are provided with ways to protect themselves from sexual harassment, including the importance of refusing inappropriate touching, such as touching or groping private areas.



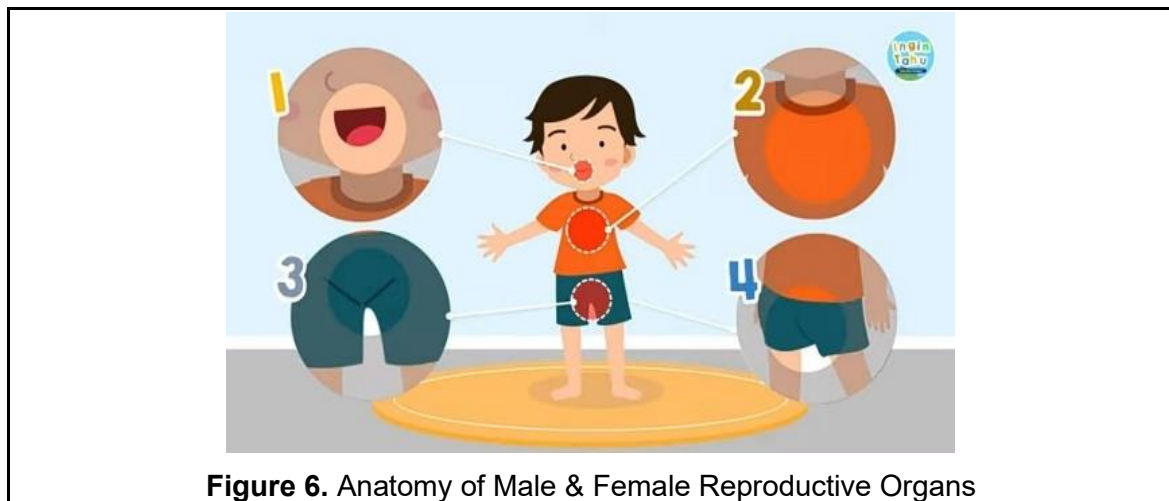
Figure 4. Delivery of Material





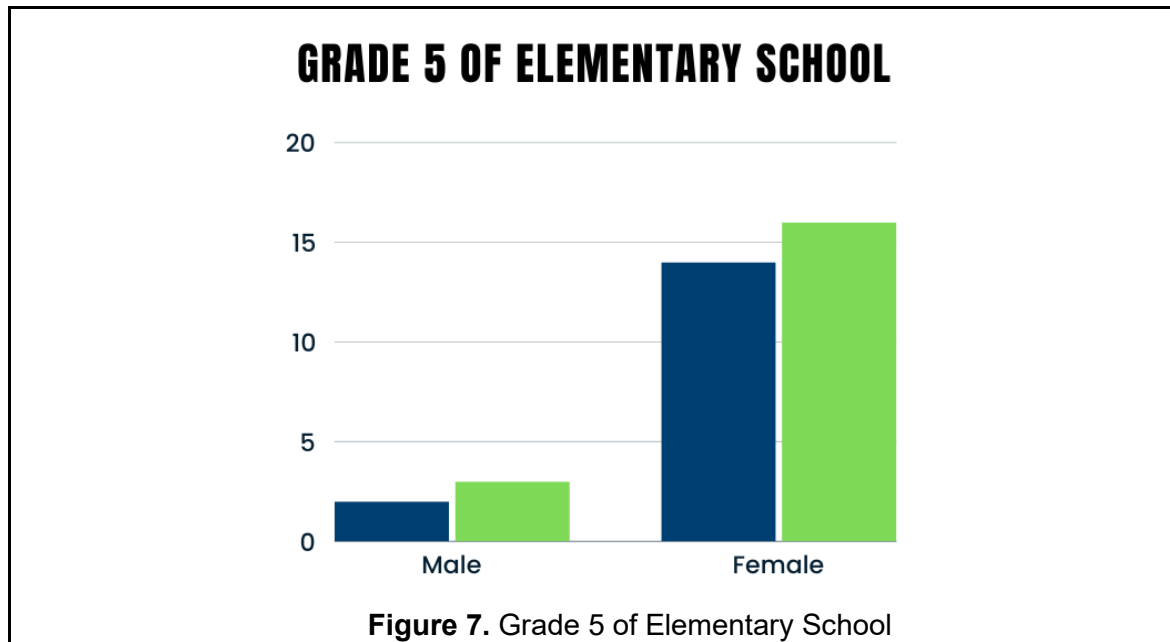
**Figure 5.** Anatomy of Male & Female Reproductive Organs

Next, display animated videos as audio-visual support. The following is a snippet of an animated video explaining the private parts of the body, where the private parts of the body include the mouth, chest, genitals, and buttocks, which should not be seen or touched by others.

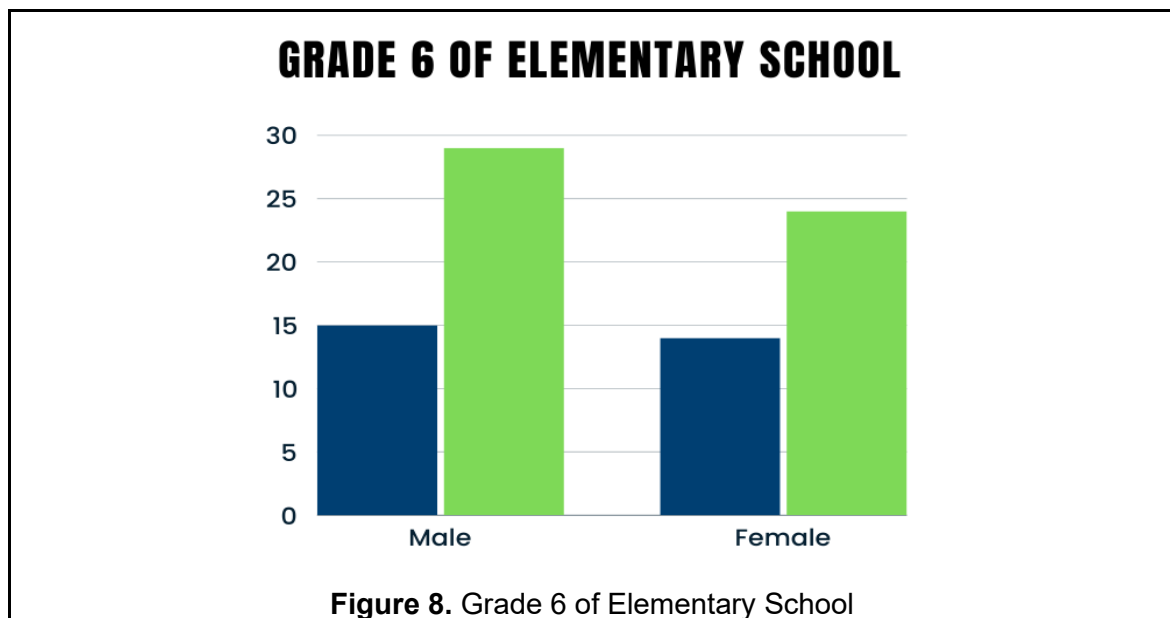


**Figure 6.** Anatomy of Male & Female Reproductive Organs

Then, invite children to play a guessing game about the private areas of the body and a question-and-answer discussion. From the results of the psychoeducational activities, the students' activities were very shy in introducing the anatomy of the reproductive organs but very enthusiastic during the animated video and guessing game. This psychoeducational activity is very useful and can increase students' knowledge and understanding of sexual education and efforts to prevent sexual harassment. It can be seen from the percentage for grade 5 of elementary school; there are 15 male and 16 female students. Before this activity, only 14% of male students (2 children) and 16% of female students (3 children) knew a little about it. However, this activity increased to 94% of male students (14 children), and 100% of female students (16 children) knew about it.



For grade 6 of elementary school, there are 30 male and 24 female students. Before this activity, only 50% of male students (15 children) and 60% of female students (14 children) knew a little about it. However, this activity increased to 98% of male students (29 children), and 100% of female students (24 children) knew about it. In addition, the participation of these students was also very active, as seen from the question-and-answer discussion process and the guessing game, where students could answer all the questions the facilitator gave.



## 4. Conclusion

Education that has been done successfully helped students understand about gender differences and how to prevent sexual harassment. In grade 5 of elementary school, there was an increase of 80% of male students and 84% of female students. In grade 6 of elementary school, there was an increase of 48% of male and 40% of female

students. The presentation of the material used language that was easy for them to understand. Using animated videos and guessing games, students were more enthusiastic and interested in the material we presented. Although some initially felt embarrassed when discussing anatomy, they were finally able to answer all questions well during the discussion. The activity is also very useful because it can increase students' knowledge about sexual education and the importance of protecting themselves from sexual harassment. It can be re-applied to other schools.

## 5. Acknowledgments

Thank you to the principals and teachers at SDN Karya Bakti to deliver psychoeducational materials on sex education to all students in grades 5 and 6 of elementary school, which was held for three days. The facilitator hopes that the materials presented can provide benefits and new knowledge for students and help them be more careful to avoid sexual harassment. We would also like to thank our institution "Universitas Nahdlatul Ulama Indonesia", our parents, correspondent's husband "Mr. Syaiful Bahri", and supporters, whom we cannot mention individually.

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