

# Prevention of Children Sexual Abuse by Active Learning to Elementary School Students in West Jakarta

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**Abstract.** The number of sexual abuse in children as the victims has increased year to year. Technology development believed as one of the reasons the increasement of sexual abuse. The purpose of this research is to give the knowledge and get a picture that happened to children about sexual abuse by making visual model and share it by active learning method. This study is using quasi experiment method, through training with Active learning method. The respondents are 232 students from 3 elementary school in west Jakarta. The measurement data of sexual abuse knowledge with pre and post questionnaire, and peer group discussion. The result showed that many students still in the not knowing the kinds of sexual abuse and or who possibly could be the offender, but few of them already recognized the kind of sexual behavior, either self experience or from what they saw around them. The active learning method is effective to increase knowledge about the doer/offender and the type of sexual abuse, with test result differ to  $p < 0,00$ , and there is also a different test result according the place where the training is taken.

**Keywords:** Sexual Abuse, children, active learning

## 1 Introduction

The phenomenon of sexual abuse to children become more often and it happened nearly in every country in the world. The number of sexual abuse to children keeps increasing time to time. The increasement is not only about the numbers or quantity, on 2013 out from 2.637 case of violence on children, 48% or about 1.266 cases were sexual abuse to children [1].

The sexual abuse to children is one of torturing form to a child where adult or teenager, someone older than the child using him/her for seducing and fulfilling their sexual needs. The type of sexual abuse on children including asking and forcing a child to do sexual activity (regardless the outcome), exposing the child about something inappropriate from their genital to the child, exhibiting pornography to children, doing sexual activity with the children, make physical contact to children's genital, seeing the child's genital without physical contact or using the child to create children pornography.

From the news of sexual abuse, one of the cause is the offender affected from watching pornography scene. Safitri research in the last 2016 resulted most elementary students in West Jakarta have seen picture or porn scene (86,3%). The tendency level of pornography addiction tend to be intermediate. On Several cases of sexual abuse, it is discovered that the type of

abusement was verbally and touching particular part of the body. It literally means that beside being the victims, the children can also be the offender or the subject of sexual abuse.

The rise of violence cases to children especially sexual abuse become some phenomena for modern society nowadays. Based on KPAI data, the offender and the object's age getting younger and younger each day. Children are susceptible to be the victims of sexual abuse because their dependency is high, meanwhile their ability to protect their selves from any harm is low. Traumatic to children with sexual abuse experience will be carried on in their lives. And it should have been our concern more because not only they are obligatory protected wherever and whenever, but also in the hands of children the future of a nation will be developed. This journal described a picture of sexual abuse that happened to children, what the children acknowledged by making visual model to detect earlier and to prevent the sexual abuse to children.

## 2 Literature Review

Abuse is the part of aggression, it is on purpose act by someone to another, the children become more fragile because of his/her social position in the society, sexual abuse to children generally done by siblings, neighbours and or the baby sitter [2]. The definition of sexual abuse [3] is a sexual behavior which is extremely unwanted nor expected by the object or the victim that will lead to disruption of the victim. The type of sexual abuse as described above can be categorized as :

a. Verbal Sexual Abuse,

This kind of abuse can be manifested in saying/words to other people related to something sexually, Such as joke, whisling, asking question to another people about sexual wish, Criticizing or giving out comment about physical related to sexual part.

b. Non verbal sexual abuse.

The non verbal sexual abuse is the opposite of verbal harrasment. if previously in verbal sexual abuse used more invitation in the form of words, saying or writing, in non verbal category, the subject tend to used direct behavior more often without phisycal contact, for example : 1) Exhibitioning his genital in front of others individually or to some people at once. 2) looking at another person sexual part of the body harassly 3). Scraping their genital to other people

c. Physical sexual abuse

In this category sexual abuse between the subject and the victim has been contacted physically, it can be divided into light and heavy such as 1) groping someone's part of body which is extremely unwanted. 2) Rape or coercion to have sexual activity.

Children development affected by continuity phase from family, friends, and teachers. A child's world is expanding because they're growing and developing relationship with many new people around them which will affect their socioemotional development. One of the theory talking about this is the ecology theory belonged to Bronfenbrenner.

Bronfenbrenner's ecology theory consist of 5 environments, started from interpersonal relations up to the impact of culture broadness [4]. The five systems are microsystem, mesosystem, exosystem, macrosystem, nd chronosystem.

Today, macrosystem influence children a lot earlier than ever. We can see that from how deep the technology affected our children, where the symptoms can be seen in learning process, they need some active learning methods.

According to Chatib (2011) active learning intended to optimized all the potentials of the students, so all of them can achieve the best result and evaluation in their academic with their own special characters. Other than that, active learning intended to make the students keep paying attention to the class instead of thinking or doing something else. Several study prove us that the student's attention is lacking due to the duration of their school time [5] showed the students in a classroom only paying attention while they study for about 40% from 100% clas time, Meanwhile the McKeachie [5] mentioned that the first 10 minutes , students focused achieved 70% and lacking into 20% at the last 20 minutes. Safitri study result [6, 7] explained that active learning method in learning statistical resulting effective impact where learning started from apperception in the form of motivation story.

### **3 Research Method**

This research method using quasi experimental, through training with Active learning method (brain gym, ice breaker, role play, psycho drama). This training is using visual model AKU BERANI (Children is able to protect and defend their self) to give the knowledge of sexual prevention, and will be closed with peer group discussion to get a deep understanding about the lesson material. The subjects of this study are 232 students, at the 5th and 6th grade from 3 public school (A,B and C) located in West Jakarta. The measurement data of sexual abuse knowledge with pre and post questionnaire, before and after the active learning training.

### **4 Result and Discussion**

#### **4.1 Respondents Description**

The subject are 89 students from School A, 116 student from School B and 27 student from School C. The most subjects are on the 6th grades, 147 students, compare to 5th grade which were only consist of 85 students. School A only have 89 students on the 6th grade, while school B consist of 5<sup>th</sup> and 6<sup>th</sup> grades, each 58 students per grade, the rest is school C only consist of 27 students of 5<sup>th</sup> grade. School C is choosen in purpose to see whether there will be any difference between low and many participants.

The most participants are girls, consist of 122 student, meanwhile boy participants consist of 110 students. Both school A and B have more girl participants each 47 and 62 students, while the boys are 42 and 54 students each. School C has much more boys 14 students than the girls which is only 13 were only consist of 85 students.

#### **4.2 Description About Sexual Abuse Experience**

The most participants have witness the sexual abuse as much as 175 participants (75,4% ) and the rest has never witness the sexual abuse (24,6%).

The Description place of witness sexual abuse can be seen on table 1. Based on table 1, we can see that most participants have witness the sexual harassment as much as 175 ( 75,4% of the students) and the rest has never witness the sexual harassment (24,6%). Students of school A, B, and C mostly have witness as much 69 persons (77,5%), 85 (73%) and 21 (77,7%)

students. Those who never witness sexual abuse from school A, B and C each are 20 (22,5%), 31 (27%) and 6 (22,3%) of students.

Table 1 The Place Of Witness Sexual Abuse

Witness sexual abuse	School origin			Total
	A	B	C	
Yes	69	85	21	175
No	20	31	6	57
Total	89	116	27	232

The Description place of witness sexual harassment can be seen on table 2 as follow :

Table 2 The Place Of Witness Sexual Abuse

Place of witness sexual abuse	School origin			Total
	A	B	C	
Television	79	104	19	202
Handphone	5	4	6	15
Youtube	4	7	2	13
Games	1	1	0	2
Total	89	116	27	232

Based on table 2, most participants witness sexual harassment on television as many 202 students, followed with handphone 15 students, youtube 13 students and games 2 students. On elementary school A, the venue where the participants witness the sexual abuse the most is from television, 79 students, followed by the handphone, 5 students, and youtube, 4 students, and games 1 student. On elementary school B, the most source they witness sexual abuse is from television, 104 students, followed by youtube 7 students, handphone 4 students and games 1 student. Meanwhile at the elementary school C, the most source is from television 19 students, followed by handphone and you tube ( 6 and 2 students).

### 4.3 Program's Effectivity

Effectivity program is done by different test of the student feelings, the type of abuse, also the factor of recognized or unrecognized offender before and after the training session. It's also done the different test between feeling, information about the offender and the sexual abuse type before and after training.

Table 3 Cross Tab Between The Students Feelings before and after training

Feelings before training program	School Origin			Total
	ES A	ES B	ES C	
afraid	0	4	0	4
ordinary	16	11	2	29
happy	51	63	9	123
Very happy	22	38	16	76
Total	89	116	27	232

Based on table 3, students feeling before going through the training session, mostly are happy 123 participants. The type of sexual abuse which is known before and after the training session can be seen at the table 4.

Table 4. The Type Of Familiar Sexual Abuse

Feeling after training program	School origin			Total
	ES A	ES B	ES C	
Afraid	1	0	0	1
ordinary	12	2	0	14
happy	41	25	12	78
Very happy	35	89	15	139
Total	89	116	27	232

After went through the program mostly are very happy as much 139 sparticipants. In the School C, there is no afraid and ordinary students , most of them happy and very happy. The type of sexual abuse which is known before and after the trainingsession can be seen at the table 5

Table 5. The Type Of Familiar Sexual Harassment

Type of sexual abuse	Before training			After Training		
	A	B	C	A	B	C
Naught y whistle	23,5%	13,8%	59,2%	40,4%	41,3%	66,7%
Porn joke	38,2%	29,3%	29,6%	46,1%	43,9%	44,4%
exhibition	39,3%	32,7%	14,8%	52,8%	48,2%	40,7%
Touching, groping	52,8%	61,2%	37,0%	82,0%	78,4%	74,0%
squeeze forbidden part	19,1%	12,0%	33,3%	43,8%	40,5%	59,2%
voyeuris	59,6%	71,6%	66,7%	82,0%	77,6%	74,0%
rape						

Based on table 5, we can see that before the trainingsession, the type of sexual harassment the student of school A usually recognized were rape, as much 53 persons (59,6%), students of school B and C knew the most were touching, groping or squeezing forbidden part of the body as much 83 person (71,6%) and 18 persons (66,7%) students. Meanwhile after training, on school A, most participat aware the type of sexual abuse of touching, groping and squeeze the forbidden part of the body, and rape were each 73students (82,0%), and students on School B aware the most about touching, canoodle, or squeeze forbidden part of the body. 91 students (78 Students on school C mostly aware of the sexual abuse type of touching, groping, and

squeeze the forbidden part of the body and rape, were each 20 participants or 74,4% of the students. Description of the sexual offender students recognized before and after training can be seen on table 6.

Table 6. Sexual offender which is already recognized by the students before and after education

Sexual offender	Before training			After Training		
	A	B	C	A	B	C
Father	21,3%	8,6	22,2%	30,3%	22,4%	37,0%
Uncle	5,6 %	0,8	3,7%	35,9	29,3%	48,1%
Grand father	11,2	3,4%	14,8%	13,4%	12,9%	25,9%
Teacher	7,8%	5,1 %	11,1%	25,8%	14,6%	48,1%
Familiar person	33,7%	24,1	7,4 %	86,5%	79,3%	74,1%
Stranger	78,6%	89,6	85,1%	97,7%	95,7%	96,3%

Based on table 6, we can see that before training, students of school A, B, and C mostly aware of stranger offender, which each were 70 students or 78,6%, 104 (89,6%), and 23 (85,1%) students. Meanwhile after the training, the sexual offender mostly are absolute strangers which each were 87 participants (97,7%), 111 (95,7) dan 26 participants (96,3%) students.

The result of different test value  $p < 0,00$  it means there's difference between students feeling, and students knowledge about the type of sexual abuse, and the offender at every school before and after training in different

#### 4.4 Peer Group Discussion Result

After the students gained the prevention sexual lesson, they will be guided to discuss each other, accompanied and facilitated by a college student (considered as peer). Each group consist of 8-10 students, divided between boys and girls. Facilitator also selected with the same gender, by doing so, students are expected to be more up open talking in that discussion. Some findings gained from discussion are as follow:

- Several students saw their man teacher touching girl student's breast and her thigh.
- Students acknowledged sexual term from what they heard through adult's talking around them such as mother, brother, sister, and so on
- one of the student has an FB account and saw a friend posting self picture in nudity, and then that student stop being friend in facebook and report that friend to FB.
- One student suddenly stop talking when the topic was about LGBT, and then making defence and turn his/her body the other way around to avoid the discussion
- One student just doing fun by playing girlfriend genital
- Many students already acknowledged masturbating
- Students putting down his pants, and kiss, and hugged
- A teacher used to swipe his beard to students
- starter, swipe and scrape between boy
- Monger at school selling toys, and lure the students with an offer and ask the victim to do sexual activity
- A student was about to be raped, but refused
- Construction laborers around the school were doing naughty whistle to girl students
- Boy students do peeking girl students at the toilet
- Neighbor actively asked to do the sexual activity

- The monger around the school were touching on purpose
- Masjid keeper were touching
- Neighbor asking to the ailley
- Asking to go to sleeping room
- Online transporter forcing of touching
- Watching porn video or masturbating in the class
- Video call while in the shower, asked to undressed
- There's a preference of the same gender relationship, girl kissing girl, boy kissing boy
- Girl students playing sexual arousing thing by squeeze and stuff
- Man teacher/ lecturer is poking chin or hip
- When students played, a man came over and exhibited his genital over the children
- Pushing one another on purpose to hit breasts
- Watching youtube, and accidentally watch the porn coomercial break
- Having boy friends at house, all of them loved to watch porn video
- Starter on the pole and felt tickled
- acknowledged there's an unvirgin around and been used by so many people
- Get a starter from a friend, and reply
- A friend at house already engage in dating because feeling the need to make direct contact of the body sexually
- Boy students peeking up girl at the rest room, and break down the door
- Watching bigolife, someone is aking introducing with mini clothes on.

#### **4.5 Discussion**

Based on data gained, it's seen that most students as much 175 (75,4%) already acknowledged the sexual abuse, although there were some who didn't (24,6%), it possibly they actually knew already, but they did not realize that it was the kind of sexual abuse. Most of them, seen that on tv (87%). According to Ade E. Mardiana (Sarlito, 2017) the show on television big possibly is imitated by the viewer. Television as media is a visual media and naturally has bigger chance for the viewer to watch the whole show and absorp the message, Study result of Hadad and Glasman (2004 on Sarlito 2017) about correlation between abusive behavior and television with the conclusion as follow "watching violence will increase agressivity" it came out with the result that the most impacting show on television is soap opera (SINETRON) (29,7%). According to [8], seeing pornography also raise porn mentality. This can be used as input for parents to always accompany their children while watching television, because many violence were showed in SINETRON. It's quite possible that the children will copy the sexual abuse they saw from television at the first place. Based on the type of sexual abuse a child acknowledged, the most activity they aware were touching, groping, squeeze of the forbidden part of a body, rape and also naughty whistle. It literally means that those activity are categorized as sexual abuse and started to find around the students environment. It is also possible that the copy behavior from what they saw on television already done.

Besides, parent and teachers must be aware of hand phone and you tube, the place wher they saw sexual abuse. Ideally, the elementary students spend most of the time to interact with other people directly (micro system). Electronic devices are media to interact with other people directly (macro system) and also get information from other people indirectly. Giving electronic devices without any obvious explanation and direction from parents will endanger the users. Data indicates that cellular phones are the basic needs of children. Even though, most of the

children use cellular phones for communication, but they could incidentally see a lot of info about pornography that could be caused sexual abuse.

Elementary children are still at the phase of concrete thought by cognitive development. Therefore, direct interaction with other people is still much better and required for self-development. Working parents and mother's educational level make direct interaction with parents diminish. While, children get a lot of information by internet.

Facilities they receive facilitate them to get any information from friends or internet. Moreover, awareness and times to surf the internet are getting higher.

Their curiosity of information on sexual development is not directly received from close adults in their micro environment, therefore they find out the information on their own or together with the peers who are also curious. Information received by internet can cause children to behave badly such as sexual abuse, while parents as directors fail to fully realize the effects thereof. It complies with [9] that each age has certain stages of development. One of the aspects is socio-emotional and social development affected by successive waves from family, friends, and teachers. The small world of children widens because they grow bigger and develop their relationships with many new people that will influence their socio-emotional development. According to ecological theory of Bronfenbrenner [9], there are five environments ranging from interpersonal interaction to extensive culture-based effects. The five systems are microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Therefore, children ideally need step-by-step guidance by completing well the tasks of their development in the micro system to enter the micro system.

The peeking another person while they're in the shower were only acknowledged by few students ( average 17,2%) at first, but after the training session, it's increased up to nearly 45%. This leads us to an understanding that lots of children did not realize that their boy friend prank were kind of sexual abuse type. Therefore, it is required an extra effort from the parents and teacher to keep reminding the students and increase their awareness of sexual abuse around them and the type of behavior.

On the sexual offender, most student acknowledged that the offender were absolute strangers ( average 84,9%), meanwhile uncle < 5,0%. The children needs to be remind that the offender usually are the closest person around us. study result, concluded that from 16 cases, mostly were doing by the familiar person around the child by seducing or lure with something [10]. Out from 12 cases sexual abuse were done at the house of the victim or the offender, another 2 cases were done at the place where the children used to go to, like school, relatives house, meanwhile the rest of case were usually done in unusual places for the victims, such as hotel, and the pile of banana trees. From the discussion, there's finding that most of the elementary students were actually already a victim at the house neighbourhood, so many students has become so close with being victims of sexual abuse.

So that with the teacher as the offender, only < 11,1 % who already said that teacher is one of the offender, although some students may have seen or felt that the impact of their teacher doing so. At the early 2018, KPAI had received many reports related to sexual abuset done by the teacher, headmaster, another school officer, and the student itself. This sexual abuse behavior at school, were done in almost all over school area such as at the camp side, and in the bus tourism. For cases with teacher as the offender, they choosed place like restroom, classroom, students organization's room, or even at the prayer room near the carpet storage. Teacher as offender also came with variety position, like homeroom teacher, subject teacher such as teaching Bahasa, sports, and even religion. KPAI pushed the school to open a complaint shelter



and encourage the students who are brave enough to report harassment in physical, psychological, financial, or sexual, with protection system for the child as victim and as witness, those who report the violence will be guaranteed for protection.

The knowledge about type and sexual abuse becomes better after the training session of "AKU BERANI" (Children is able to protect and defend their self), which is using active learning method combined with visual audio. From brain gym followed by songs and body movements, video Comal show, my body is precious video, and good and bad touch song, also spirit song Bangun Pemuda Pemudi. The addition of visual to a learning process can increase memory up to 171% compare to the beginning, with the addition of visual besides the auditory on learning, students gained stronger impression rather than only using audio method. Attention sensation that students have is reinforcing each other, what is heard is reinforced by sight (visual), and what is saw is reinforced by heard (hearing). This literally means that the combined method between visual and audio is truly helping and already been reinforcement for students to have a better understanding about their study.

Psychodrama which has been included in the material is the introduction of "ME" mirroring. Building 4 dimensions, and bring out students to be more relax and willing to follow the activity happily. So that the peer group discussion, it went well where the participants cooperative and behave openly, and it built students curiosity. Based on the students feeling we can see that before the training session, most students felt happy or very happy, and this become more obvious when they were in a smaller class where they know each other well. After the training, there was much more students felt happy and very happy. This result according to [7] that concluded that group counselling with psychodrama and peer discussion can be used for helping the one (college student) who has problem in running her/his training. Psychodrama here, engage somebody to do some fun activity together, in order to be more open.

The training model "AKU BERANI", BERANI is the acronims of my Body is precious, no one is allowed touching me, feel if there's something uncomfortable, ignore unAppropriate invitation, No is no, remain to keep communication with parents or trusted relatives. Started from bringing the awareness to students by having high dreams, and achieving it also by taking care of them self. Make them realize that thir body is so precious by not letting anyone touching unappropriately, no matter who did the force, capable to feel the uncomfortable feeling if something not good happen to them, commit to ignore unappropriate invitation, consistent, saying no to what's not right to do, and always remember to be communicative to the parents and or to their trusted relatives, This is exactly like what Siti Hikmah (2017) found in her study, that prevention of sexual abuse to children will be done through I'm a brave child, and capable to protect

The peer group discussion result, showed that many students already recognized the kind of sexual behavior, either self experience or from what they saw around them. Those behavior the students familiar with are whistling, groping, even almost raping has been experienced and or done by the elementary students. While for the offender, besides strangers, students already familiar about the fact that those offender usually were close person, although students who knew this fact just a few. Besides many student have played games that content pornography. According to [8], seeing pornography also raise porn mentality, that intend children to do sexual abuse. Therefore this training activity should have be done more often in much more elementary school.

Based on the explanation above, it can be interpreted that this early model detection of sexual abuse prevention with active learning method is succeeded. Statistical test of the feelings, type

knowledge and the offender for different school showing value  $p = 0,00$ , it means there's a significant different between students knowledge to their feelings, their knowledge about abuse type and the sexual offender type in different school .

## 5 Conclusion

Based on the questionnaire and discussion result, many students still in the not knowing the kinds of sexual abuse and or who possibly could be the offender, but few of them already recognized the kind of sexual behavior, either self experience or from what they saw around them. The result of different test for efectivity program through kind of sexual abuse and those who can be the offender in different school, means the trainingmodel with active learning method that has been given previously is effective to increase the knowledge of elementary students in West Jakarta.

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