

## The Prevention of Child Sexual Abuse through Teachers' Knowledge Enhancement in Sexual Education Implementation

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**Abstract:** The frequent occurrence of sexual abuse cases and media reports cause parents to worry about their children's safety. In 2015, the school took the initiative in implementing sexual education by carrying out the first training for teachers. The training aims to prepare teachers to answer children's questions about sexuality. Teachers' knowledge of sexual education is necessary to educate the prevention of sexual abuse to children. This study helps teachers determine the perspectives of sexual education implementation in a kindergarten in Semarang City. The study uses a qualitative method with an Interpretative Phenomenology Analysis approach. The purposive sampling technique with specific criteria is applied to teachers with five years of experience teaching kindergarten students and who possess a teaching certificate. The data were obtained through observation and in-depth interviews with four kindergarten teachers in Semarang. This study presents four themes, including teacher perception toward sexual abuse, teachers' knowledge of child sexual education, teachers' methods and attitudes to prevent sexual abuse, and the learning strategy used by the school in implementing sexual education. Teachers' knowledge of sexual education is crucial to protecting children from sexual abuse. In addition, teachers' attitudes, roles, and learning strategies impact the application of sexual education in school. Sexual education materials that have been implemented in school emphasize the cognitive domain, including introducing genitalia, understanding pregnancy, the birth of a child, and the child's body.

**Keywords:** knowledge, child sexual abuse, sexual prevention, sexual education implementation.

## 性教育实施中教师知识提升预防儿童性虐待

**摘要:** 性侵案件频发, 媒体报道频发, 令家长担心孩子的安全。2015年, 学校率先开展性教育, 开展了首次教师培训。该培训旨在让教师准备好回答儿童关于性的问题。教师的性教育知识对于对儿童进行预防性虐待教育是必要的。本研究帮助教师确定三宝垄市一所幼儿园实施性教育的观点。该研究使用具有解释性现象学分析方法的定性方法。具有特定标准的有目的抽样技术适用于具有五年教学经验并拥有教学证书的教师。这些数据是通过对三宝垄四位幼儿园老师的观察和深入访谈获得的。本研究提出四个主题, 包括教师对性虐待的看法、教师对儿童性教育的了解、教师预防性虐待的方法和态度, 以及学校实施性教育的学习策略。教师的性教育知识对于保护儿童免受性虐待至关重要。此外, 教师的态度、角色和学习策略会影响性教育在学校的应用。已经在学校实施的性教育材料强调认知领域, 包括介绍生殖器、了解怀孕、孩子的出生和孩子的身体。

**关键词:** 知识、儿童性虐待、性预防、性教育实施。

## 1. Introduction

Child sexual abuse cases are a severe challenge to children, teachers, and society. The Indonesian Child Protection Commission says that the number of children who experience sexual abuse has increased [1]. The number of children legally involved as sexual abuse victims was 1.254 children from 2014 to 2018. The perpetrators of sexual abuse were 1.032 children. The number of victims of sexual abuse is higher than the perpetrators, which proves that CSA cases are common in Indonesia. For example, a sexual abuse case occurred to a four-year child in Palopo, South Sulawesi Province. The victim had sexual abuse and bruises by one family member [2].

Sexual abuse happens when most victims are helpless to protect themselves and consent to the perpetrator [3]. Female victims have a risk 3-4 times higher than males. In addition, data shows that one in every twelve children or teenagers experienced sexual abuse [4]. The United Nations claim that boys who experience sexual abuse have the same risk as girls [5]. Cotter & Savage [6] explained that up to 30% of children had been abused since age 15, and the rest are children under 12 years old. CSA cases are rarely exposed because the victims either put the case off on purpose or have no intention to report the police or other parties [7, 8].

Sexual abuse has a short and prolonged impact on the victims, including physical threat, anxiety, anger issues, fear, suicide thoughts, and drugs use [6, 9-12]. Therefore, early child sexual abuse needs more attention because it occurs due to a lack of the need for child sexual development [13].

Sexual development needs can be done by providing sexual education in early childhood adapted to the culture, religion, age, and child development [13-15]. The provision of sexual education to children starting at the age of 2.5 to 3 years old or when the child meets other children of the same or different sex in various developmental stages, for instance, socialization stages that make children independent [16, 17]. Early sexual education is needed to make children understand the difference between females and males [13] and protect themselves from being the victims or perpetrators of sexual abuse [18].

Sexual education aims to enhance self-adaption towards sexual development [19]. Therefore, teachers should implement education based on children's development. Teachers should build a conducive learning situation to support children's developmental and learning [20]. In general, sexual education emphasizes sexual health and reproduction information [21]. Sexual education aims to protect children's sexual development, so they are more critical in receiving information related to sexuality [22, 23]. Sinclair et al. [24] stated that the school curriculum needs sexual education to provide self-development learning for

students.

A school is a place for children to learn sexual material. Erhamwilda et al. [13] say that 98% of kindergarten teachers agreed with conveying sexual education in early childhood. The implementation of sexual education in school should be different from parents', taking notice of ages and child's development. In school, children are taught about sexuality and gender to identify themselves through daily activities, such as observing their friends, talking about genitalia, and learning their gender identity [25]. Kindergarten teachers are responsible for supporting sexual development and gender with daily practice to implement sexual education for children. Kindergarten teachers must be responsive to children's needs and answer their questions honestly, taking account of children's development [25].

However, the provision of sexual education still focuses on children's cognitive, socio-emotional, and kinesthetic development. Those can be seen on The Standar Tingkat Pencapaian Perkembangan Anak (STTPA) point out that sexual education for early childhood remains low-priority in Indonesian kindergarten schools. Not only related to curriculum and the learning reality, but the lack of teachers' knowledge and understanding in implementing sexual education also makes sexual education not fully implemented in other kindergartens [13].

Teachers' competence in providing sexual education has not been spread evenly in Indonesia [25, 26]. Kindergarten teachers did not have enough self-confidence to convey sexual abuse prevention and sexual education information to children and parents [27, 28]. Teachers who do not comprehend sexual education are caused by the basic understanding, for example, mentioning the correct names of genitalia [29]. The lack of basic sexuality knowledge makes teachers unable to convey self-protection understanding [29]. Many researchers in Indonesia show that teachers do not know and have proper education regarding child sexual abuse. Teachers also lack self-confidence while conveying information on sexual prevention and sexual education to families, especially parents and children [27, 28]. At the same time, teachers have significant roles in stimulating, supporting, and guiding the learning process related to sexual education adapted to children's needs and source information related to sexuality accurately and scientifically [20].

Nowadays, some kindergarten schools in Indonesia has been implemented sexual education by using some methods, such as comics [30], flashcards [31], dolls, and four storybooks from Rutgers WPF Indonesia [32], posters [33], and storybooks [34]. A kindergarten in Semarang city has implemented child sexual education. The teachers are charged to implement sexual education for early childhood properly. The school

should also provide sexual education training for teachers to increase their knowledge. Thus, kindergarten teachers seem to comprehend the implementation of sexual education that makes the school a pilot kindergarten.

This study aims to determine teachers' knowledge about the implementation of sexual education because teachers are a significant component in the implementation of sexual education for early childhood in schools. The study focuses on enhancing teachers' knowledge in implementing sexual education and emphasizes methods or mediums of sexual education. The researchers hope that the study helps teachers enhance their knowledge of sexual education implementation to prevent sexual abuse.

## 2. Methods

This study uses a qualitative approach and Interpretative Phenomenological Analysis [35]. Bastomski & Smith [11] mentioned that the IPA qualitative approach is used to explain the meaning of an individual experience profoundly and comprehensively. Also, the IPA characteristics are related to the purpose of the study. This study was conducted in a kindergarten in Semarang city for a year, starting from July 2019. The participants are four kindergarten teachers with teaching qualifications for five years, a teaching certificate, and teachers' competence in teaching early childhood. The purposive sampling technique with specific criteria is used to choose the study participants.

The data collection was conducted from observation, in-depth interviews in semi-structural format, and documentation. In addition, data triangulation was used to obtain information from more than one participant. Lastly, this research used analysis and interpretation by Miles and Huberman [36]. After collecting data, the researchers used descriptive qualitative analysis to enhance teachers' knowledge in implementing sexual education. Teachers' knowledge is necessary to convey sexual education to prevent sexual abuse in early childhood.

## 3. Results

The result shows that teachers have various knowledge to carry out sexual education. The following are explanations of the research results.

### 3.1. Teachers' Perceptions of Child Sexual Abuse

Teachers' perceptions of child sexual abuse present their concern regarding cases of sexual abuse experienced by minors. Kindergarten teachers' perception is that sexual abuse should not happen to children because it impacts their development psychologically (Table 1).

Table 1 Teacher perceptions of child sexual abuse theme

Theme	Sub-Themes
Teacher perceptions of child sexual abuse	Teachers are concerned about sexual abuse cases experienced by children. Teachers think that the perpetrators of child sexual abuse come from the closest person to children

Four teacher participants expressed their concerns about the CSA cases. Teachers initialized NK and IN have identical opinions stating that the perpetrator of CSA is the closest person to the victims, and many mass media say so.

*"But when we read the news, we watch Youtube; we are sad to know that the perpetrators of sexual abuse are the closest people to children"* (NK, W.TBC.03; 30.03.2020).

*"Actually, it is sad to know that the perpetrator is the closest person to children, should have the closest person be the one who protects children"* (IN, W.TBC.04; 30.03.2020).

*"The current case of sexual violence is the abuse case, isn't it? I think it is worrying, especially for those who have children"* (LI, W.TBC.05; 30.03.2020).

### 3.2. Teachers' Knowledge of Child Sexual Education

Teachers' knowledge of sexual education includes learning materials and mediums. The kindergarten teachers describe learning materials and mediums effectively and efficiently to children.

Table 2 Learning materials and mediums of sexual education themes

Themes	Sub-Themes
Sexual Education Materials	Introduction of male and female genitalia Self-protection How to dress How to behave Potty training Child's self-regulation Understanding and caring for the body part Childbirth Child's Social Ability Child's Independence
Sexual Education Medium	Doll Stage Play Video or Movie Songs Storybooks

Teachers who have good knowledge will implement sexual education based on cognitive, affective, and behavioral domains. Breuner and Mattson [37] mention that education should cover all domains of child development. Children learn sexual education through verbal information in the cognitive domain, such as the names of genitalia or reproduction, childbirth, and understanding their body. Özden [38] adds that children process sexual education information in their minds.

Introductory material on male and female genitalia aims to provide information on the shape and the correct names of genitalia to children. Indonesian still

use a nickname to mention the names of genitalia, such as "titit" for penis and "dompet" for vagina. Teacher IN said that teachers taught children to use the correct names of genitalia according to the context and situation. For instance, children are wary of their surroundings when talking about genitalia, especially where and to whom they speak.

*"They (children) sometimes speak about that (genitalia) in all sorts of places. If they speak based on the context, it is not a problem. I told children, they are allowed to talk about "butt," "penis," but they have to be aware of who they are with or where they are at that time"* (IN, W.04.TBC).

Teachers teach childbirth with gender dolls from the "You and Me" program. The dolls have a baby doll placed inside its belly, so children can understand where they came from. However, gender dolls did not explain more about reproduction material specifically to children. Furthermore, social ability material stimulates children's ability to protect their friends.

Another domain is the behavioral domain, where teachers apply direct instruction in learning activities [39]. Teachers use direct instruction to teach sexual content, such as self-protection, how to get dressed, and potty training. For example, kindergarten teachers directly instruct how to dress appropriately and clean the body after urinating. Moore [40] stated that most teachers applied direct learning with questions and answers methods, encouraging and training children to practice it. Mukhtar et al. [41] found that direct instruction can teach children about potty training. Self-protection is found in many studies [18, 42] and involves the behavioral domain of children's learning.

The kindergarten provides self-protection material, including protecting oneself from harm, information about parts of the body that can be touched and which should not, and who is allowed to see and touch the child's body. Teacher NK explained that teachers taught children to be aware of harm in their surroundings, such as inappropriate behavior of their friends. As a result, children can protect themselves from danger.

Therefore, in the affective domain, sexual education teaches children about self-regulation. Affective learning in sexual education encourages teachers to change children's behavior [39] and increase motivation, behavior, and self-confidence [42]. Belikuşaklıh-Çardak [39] mentioned that affective domain implementation is seen from self-regulation content wherein children are taught to protect themselves and report their experience of sexual abuse to others. Children's understanding of reporting sexual abuse experiences is the primary purpose of sexual abuse prevention programs [18]. In addition, self-regulation material stimulates children to express their feelings without being asked. For example, RM said that sometimes children are silent when bullied, so teachers encourage them to report it.

*"Here, teachers and schools have a program to train children to express their feelings bravely and say what they feel. Sometimes children are hit by their friends, and some are silent; that is why we tell them not to remain silent"* (RM, W.02.TBC).

### 3.3. Knowledge about Teachers' Methods and Attitudes to Prevent Sexual Abuse

Kindergarten teachers have various learning methods and attitudes in implementing sexual education.

Table 3 Teacher's methods and attitudes in implementing sexual education themes

Themes	Sub-Themes
Teachers' methods in implementing sexual education	Teachers always respond and answer children's questions (discussion)
	Teachers provide stimulation to children in implementing sexual education
	Teachers encourage children to imagine and think of solutions together (picture of a picture)
Teachers' attitude in implementing sexual education	Teachers remind children if they make mistakes and are deviant (speech)
	Teachers solve children's problems quickly and thoroughly
	Teachers cooperate with children in implementing sexual education at school
	Teachers show a natural attitude in conveying sexual education

There is an urgency to carry out sexual education in a way that destigmatizes it. Children need a pleasant environment to learn sexual education. So, teachers and students will not feel pressured or stressed while discussing sexuality or personal issues [43]. In line with this study, the kindergarten in Semarang builds a comfortable environment to learn sexual education. Teachers teach slowly and show a positive attitude not to think sex education is taboo.

Teachers' positive attitude is the advantage of attending a training program. Before providing sexual education, teachers must follow sexual education training programs. PKBI holds training for sexual education, which aims to enhance teachers' skills in teaching sexual education. As a result, teachers can convey sexual education material well. Many studies stated that training is essential for teachers because it positively impacts teachers' attitudes [29, 44]. Teachers who received training could adjust their perception of sexuality, be more tolerant, and accommodate the difference [44]. In addition, teachers become more patient while dealing with children experiencing sexuality-related behavior problems.

Another attitude needed in sexual education is teachers' cooperation. A study by Johnson et al. [45] described that teachers take care of each other and build clear communication. In line with Johnson et al. [45], kindergarten teachers also show open communication between fellow teachers and report

children's problems to other teachers. Open communication between teachers encourages self-confidence in implementing sexual education [45].

*"When the learning (is ongoing at school), sometimes, the teachers conduct meetings for a long time, at lunchtime. They were having lunch while talking about children. How are their activities, what happened in the class, what activities are today, what the difficulties are, and how to solve them. In this school, O... this child... while learning sex education are having difficulty. So, we should educate this child (differently) tomorrow"* (LS, W.05.TBC).

The learning method used in sexual education has similarities with early childhood education in general. Many activities in preschool, such as playing, experimenting, seeking, trying, stringing, exploring, speaking, and listening [20], are applied as sexual education methods in kindergarten. Another method used to implement sexual education is to study cases related to children's daily activities. RM stated that teachers teach concretely to understand the sexual education content better. For instance, children learn to visualize if they are in a dangerous situation and teach children about the behaviors needed in a dangerous situation. Teachers NK and IN added that teachers provide and discuss cases together in the class. Lazdane [46] mentioned that sexual education relates to children's environment and specific experiences. Therefore, children will comprehend easily if the content of sexual education is according to their daily activities. Supporting the findings, Allen et al. [47] stated that teachers could communicate longer with children and build trust between teachers and children if the discussion content is relevant to children's lives.

Furthermore, teachers create a simple simulation for children; for instance, teachers will give candy and measure children's attitudes. The teacher wants to know whether the children will receive the candy from a stranger or not. On the other hand, teacher IN made a science simulation of children's bodies, such as putting an ice cube on their skin, so that children know harmful things to their bodies. In addition, the teacher always reminds children when they are engaging in deviant behavior. Each teacher in the kindergarten provides lessons to children who have deviant behavior and tells them the impact. Teachers discuss with children who have deviant behavior and encourage them not to do it again in the future. Therefore, the teacher needs to show certain attitudes, such as solving children's problems entirely and quickly.

*"TK B is a phase when children become more aggressive. Aggressive, selfish, curious, and sometimes they are kicking (their friends') butt or pushing them and etcetera. If there are any cases like that in Taman Belia, we do not want the problems to drag on. So, anyone who sees that, whoever it is, not specifically the homeroom teacher alone, should be discussed directly.*

*Because it is dangerous and does not respect friends, children have to protect themselves and others. That is what we do"* (NK, W.03.TBC).

### 3.4. Strategy Implementation of Sexual Education as an Effort to Prevent Sexual Abuse

The kindergarten uses a learning strategy to achieve sexual education purposes. Similar to Baker and Dwyer's findings [48], learning strategy impacts educational target: children to receive higher-quality sexual education.

Table 4 Teachers' strategy in implementing sexual education theme

Theme	Sub-Themes
Teachers' strategy in implementing sexual education	Sexual education adjusted to children's development Sexual education implementation should be detailed and thorough Sexual education is a continuous education program Sexual education becomes habituation

First, sexual education must adjust children's development. Sexual education encourages children to tell their condition; for instance, kindergarten children should tell the interlocutor if they want to pee. The provision of sexual education adapted to the ages and child's development has been implemented in kindergarten. Those support Bredekamp's findings [49] that early childhood education should accommodate an aged approach. This study found that kindergarten teachers teach preschool children to be more independent in the toilet through potty training because they are at the age that can protect themselves.

*"In preschool, children can communicate automatically. In my opinion (sexual education should be provided as soon as) the children can communicate or start school. In this school, the regular class is TK A; the preschool class should have known that if they want to pee, they have to talk to the teacher, should be cleaned up, and know that it is not comfortable. Even since the baby has been habituated, when they are not comfortable, they cry, inform their parents to change it, et cetera"* (NK, W.03.TBC).

Sexual education should be detailed and thorough. The teacher teaches sexual education in every situation and also provides detailed content; for instance, children learn to put the water dipper in the right place in the bathroom. Besides, teachers provide detailed harm situation portraits, likely situations that can harm and who can harm the children. Sexual education is implemented continuously in early childhood, not only for KG 1 (TK A) but also for KG 2 (TK B). Playgroup students still remember sexual education content until preschool age. As a result, children remember how to change and wear dresses properly.

*"In general, we provide education to children related to their daily life. The learning material can be seen in daily life. For instance, let us say there is*

something that happened. For example, a child is sitting. The child wears pants; she accidentally widens her position (her legs are splayed). At the time, we told the child (to fix her behavior)” (RM, W.02.TBC).

Based on the analysis result, the researchers conclude that the success of teachers' knowledge in preventing sexual education in early childhood and children's ability from the results of implementing sexual education are shown in Tables 5 and 6.

Table 5 The success data of teachers' knowledge to prevent early childhood sexual abuse

Before	After
The lack of teachers' knowledge of child sexual abuse is due to not participating in sexual education training.	Teachers' knowledge of child sexual abuse increased after attending sexual education training.
Teachers' knowledge of child sexual development is still not correct.	Teachers' knowledge of children's development increased after attending sexual education training.
Teachers' knowledge of positive attitude and tolerance toward sexuality in childhood.	Teachers' knowledge of positive attitudes and tolerance toward sexuality in childhood increased after attending sexual education training.
Teachers' knowledge about childbirth.	Teachers' knowledge about childbirth increases after attending sexual education training.
Teachers teach children how to take care of themselves	Teachers' knowledge of how to take care of themselves, including “touch is allowed and touch is not allowed,” increases after attending sexual education training.
Sexual education develops children's knowledge of gender differences	Teachers' knowledge of gender differences increased after attending sexual education training.

#### 4. Conclusion

Teachers who did not participate in sexual education training will affect their knowledge in CSA. Therefore, it becomes the school's duty to increase their teacher's knowledge of sexual education. On the contrary, teachers who participate in sexual education training can describe early childhood sexual development and smoothly provide self-protection skills to children. Teachers should possess knowledge related to sexual education, such as gender, self-protection skills, developing mutual respect with others regarding sexual behavior, and understanding and protecting Children's Rights to Privacy. Sexual education not only provides knowledge but also teaches reality-based self-defense to children. Sexual education aims to protect children in their sexual development to examine the sexual information critically.

In this school, sexual education becomes habituation and is involved in each learning center's material. Teachers did not teach sexual education only

to differentiate between males and females. Consequently, teachers should possess sexual education knowledge completely to discuss material related to sex comfortably with students during their resting time, during activities in nature and science learning centers, and or getting dressed. The school also reminds teachers to be aware of providing sexual education to children, especially when they advise children, which should be in good intonation and not dictate to them.

Teachers who possess knowledge of sexual education are easier to discuss with children sexual materials and destigmatize their understanding of sexuality as a taboo. Teachers' knowledge of sexual education includes learning materials, mediums, strategies, and methods. Teachers also consider CSA as a heartbreak, in which the perpetrators are mostly the closest person to the child. Therefore, there is an urge to increase the prevention of sexual abuse and teachers' knowledge of sexual education implementation.

The limitation of this study is that not all teachers had the opportunity to attend sexual education training with medium gender dolls for 14 days. Implementing the school curriculum with the "You and Me" program from WPF Rutgers runs well because the school communicates and cooperates with students' parents. Sexual information delivery from teachers to parents may not run well because some parents still view sexual abuse as taboo. It becomes a side effect of parents' view in implementing sexual education in early childhood.

Researchers view the school had encouraging and motivating teachers who did not participate in sexual education training to learn with other co-teacher so that they do not miss any information on sexual education. Hence, researchers tried to determine the extent of the teachers' knowledge of sexual education, which aims to protect students from being the victims or the perpetrators of sexual abuse in the school area or in their surroundings.

#### Acknowledgment

The researchers would like to thank the four teacher participants in the kindergarten, the University of PGRI Semarang, and other parties involved in this study.

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