SELENDANK: EDUCATIVE GAME TO PREVENT CHILD SEXUAL ABUSE

[1]CITRA A. SARI, [2]LUTHFIYAH HUDA, [3]HAURA RACHMANI

[1,2,3]Bogor Agricultural University
E-mail - [1]citraatrins@gmail.com, [2]luthfiyahhuda149@gmail.com, [3]rachmani.haura11@gmail.com

Abstract - Child sexual abuse is increasing in Indonesia, particularly in Bogor. In 2016 Bogor was awarded as pilot project of child friendly city by Ministry of Women Empowerment and Child Protection, but at the beginning of 2017 the city of Bogor indicated as red zone of child sexual abuse. By seeing this problem this research uses a media in the form of preventive and educative game. Children will have more fun by doing something cheerful. Playing game can be a media to educate children indirectly in terms of children sexual abuse and SELENDANK is the right solution of it. SELENDANK (Snakes and Ladder Education Game for Kids) is a game with the giant game board, and colorful design where the children act as the active player. The object of this game is elementary students. The easy sexual education materials are packed in the form of card in each square, and children are being accompanied by adults in reading the materials. The feature of treasure in some squares makes the game more dynamic. This paper uses study literature starts from collecting data on children sexual abuse generally and particularly, uses questionnaire as the instruments to measure the children's knowledge of sexual education, and the discussion of data processing as the evaluation of the game. The results of this study is positive and indicates the increasing of knowledge about sexual education.

Index Terms - Child, Game, SELENDANK, Sexual Abuse

I. INTRODUCTION

According to data from the Indonesian Child Protection Commission (KPAI) sexual abuse on children is the highest level of abuse compared with physical and psychological abuse. There were 1,726 cases of sexual harassment nationally recorded by KPAI in 2015, about 58 percent are experienced by children. Children sexual abuse in Indonesia is increasing nationally and particularly in Bogor as one of big cities in Indonesia. National Comission of Child Protection Bogor District declared that Bogor had been indicated as red zone for children sexual abuse. In fact, in the middle of 2016 Bogor District crowned as pilot project of child friendly city by Ministry of Women Empowerment and Child Protection. According to the data of Integrated Service Center for Women and Child Empowerment (P2TP2A) Bogor, there are approximately 110 children abuse cases until the end of October 2017. As many as 90 cases of it are related to children sexual abuse. On the other hand, the middle of 2016, South Bogor is one of Disricts that has so many children sexual abuse cases.

In the research of Orange and Brodwin (2005) Sexual abuse is one of physical abuse that includes criminal acts. The perpetrators of sexual abuse conduct to satisfy their desire forcibly. The act of sexual abuse is not only a forced act of sexual intercourse, but other activities such as groping and even if just looking to the personal body parts. Sexual abuse on children is also can be in the form of coercing, threatening, or using the children in sexual activity. Sexual abuse on children does not look at the victims whteher they are boys or girls. Girls and boys make it possible to become victims of sexual abuse. Girls and boys victims of sexual abuse suffer from a number of similar problems, such as prolonged physical and psychological trauma, loss of life, hate the opposite sex and have a desire to do revenge (Dube et al. in Pramastri, Supriyati, Priyanto, 2010)

Talking about sexual education especially to children is taboo in the society. Whereas it is very important to keep the children from sexual abuse that will influence their future as the next generation. Therefore children sexual abuse should get special attention espescially the prevention act of it. Based on data above, we initiatively created a program that is called SELENDANK (Snakes and Ladders Education Game For Kids) as the preventive action of children sexual abuse so that the number of this cases can be decreased.

II. LITERATURE REVIEW

According to World Health Organization (2006) Children sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violate the laws or social taboos of society. Children can be sexually abused by adults or other children who are – by virtue of their age or stage of development–in a position of responsibility, trust, or power over the victim. Childhood sexual abuse is a complex life experience. It includes fondling of genitals directly or through clothing, intercourse, attempted intercourse, exhibitionism or exposing

children to adult sexual activity or pornography, oral-genital contact, and the use of the child for prostitution or pornography. There will be a range of outcomes y these diversity alone. Before the late 1970s, CSA was rare. Based on US official statistics, in the following decades, it increased dramatically (Putnam, 2003). Finkelhore (2009) found that among children victims of sexual abuse, more than a quarter are victimized by a family member, 60 percent are abused by someone else from their social network. Only 14 percent are victimized by someone they did not already know. Childhood sexual abuse can involve a wide number of psychological squeal, including low self-esteem, anxiety, and depression. On the other hand, numerous studies have noted that children sexual abuse victims are vulnerable to later sexual re-victimization, as well as the link between child sexual abuse and later engagement in high-risk sexual behavior. Various models which attempt to account for this interrelationship are presented; most invoke mediating variables such as drug/alcohol use, low self-esteem, and distorted sexual development, and PTSD. Prevention strategies for child sexual abuse are examined including school-based prevention programs, therapy with abusers, and media campaigns (Lalor and McElvaney, 2010). Children who are abused sexually could suffer a range of emotional and psychological problems especially if the abuse is never uncovered (NSPCC, 2013).

Prevention strategies in Child sexual abuse should encompass efforts to minimize harm as well as to reduce occurrences, to reduce some of the personal and social costs of sexual abuse associated with its legacy of mental health, physical health, and interpersonal problems. The most widely applied strategy for harm mitigation is family interventions to alleviate fears, anxiety, depression, negative self-attributions among abuse victims, and using counseling (Synder in Falkhore 2009). Since one of the major practical questions is at what age do children begin to integrate abuse prevention concepts, further research with young children is indicated. The result was the younger the child, the more apparent difficulty they have in understanding the concepts. In the prevention program, it should be designed that children are given permission to say no to adults in some circumstances. They are offered directions as to how to proceed if abused, in the hope that such information would empower a child to either escape the abusive incident, or to disclose the incident to a trusted adult (Tutty, 1992). Not unexpectedly, older children obtained higher scores on knowledge tests after participating in prevention programs (Conte et al. in Tutty, 1992). Children may be able to prevent some or much sexual abuse. Even if difficult, children would undoubtedly prefer to have the skills and knowledge to try. Moreover, the program-exposed children in the same study simultaneously reported a greater sense of success in their resistance activities when threatened with victimization, a result that was significant (Finkelhore, 2007). Meanwhile research to date about prevention program has often been hampered by the lack of adequate measures to evaluate abuse-related knowledge and prevention skills, and few studies have examined elements of program implementation, such as the actual adequacy of program content to the proposed model (Tutty, 1992). Therefore in this progressing era it needs new research and provide adequate measures to evaluate its prevention program as the effort to reduce the Children Sexual Abuse generally.

III. METHODS

A. Objects

The population of this program is 760 students of Bondongan Elementary School in the village of Bandongan, South Bogor, West Java. Bondongan Elementary School is the primary school that has the largest number of students in Bondongan. The samples who participated in this program consists of fourth and fifth grade with 18 students in each grade and 6 students in each class. Sample consists of 36 students from class 4A, 4B, 4C, 5A, 5B, and 5C. Tutty (1992) explained that age is a critical factor which will show significant improvements of understanding things as age increased. The sample is limited to the elementary students of Grade 4 and 5. It was because students of Grade 6 were focus to the National Examination in order to proceed to the next level of education and could not participate.

B. Measurement

The method of this study uses questionnaire that contains open and close questions such as yes or no question and permitting the students to write down the answer. In this questionnaire there are twelve questions which represent four aspects; personal knowledge of the body parts, self-preservation, openness with parents, and knowledge of sexual abuse. The questionnaires were given twice to students before (pretest) and after (posttest) the program. Before doing the pretest, the students were given short video of general knowledge about sexual education for children such as personal body parts and how to face foreigner or someone who they do not know. The video was taken from Ministry of Women Empowerment and Child Protection (KPPPA). At the time of the test, the students will answer independentlywithout any help.

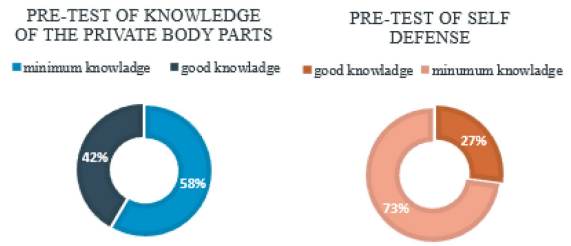
C. Procedure

At the beginning of the program preparation, we conducted surveys and arranged agreements related to the SELEDANK program to the Bondongan District Office and Principals of Bondongan Elementary

School. This is done in order to get factual data about the circumstances, the number and the characters of students, and the availability of time at school to conduct the research. We gave short video containing general knowldege of sexual education before taking pretest and playing SELENDANK. Then the participants did pretest, played SELENDANK and did the posttest. After that we made testimonials video from participants and teachers. Next we evaluated the program, and the distribution of prizes for SELEDANK winners. After the program we processed the data of pretest and posttest in order to observe and compare before and after the implementation of SELEDANK. In order for this program to be sustainable, we conducted a training of trainers to teachers as a companion of the game.

D. Program Description

SELEDANK (Snakes and Ladder Education Game for Kids) is an educative game to prevent child sexual abuse. It is in the form of game board with a size of 4.2 x 5.4 m^2 with 50 square footholds and cards on it. The cards contain simple material of sexual education for children and are being placed in the envelop in each square. For instance, there is one big dice (in the form of doll) with size 30 x 30 cm^2. The winner in this game is someone who reached the finish line first or reached the nearest point of finish line, because we limited the time for only 30 minutes each game. In addition, we designed the game with interesting picture and there are many surprises in the form of treasure features to make the game more dynamic. This treasure can either benefit or harm the players, for example get one bonus to roll the dice or step back 3 squares.

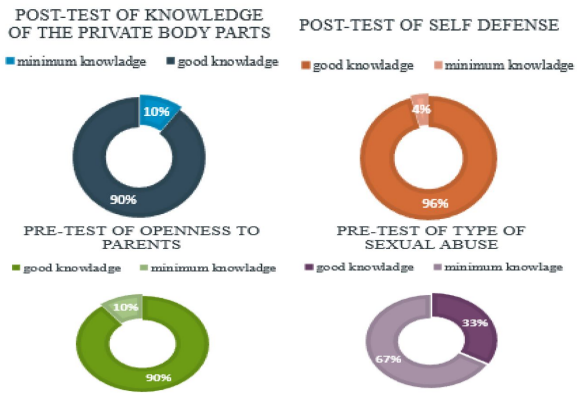


There are six main points that are being taught in the cards: Suspicious interaction from stranger; Private body parts, good and bad touch from someone; Interaction and openness with parents; How to reject the pornography invitation; Interaction of opposite gender; Self defense.

IV. DISCUSSION AND RESULT

In the first phase, we provide Grade 4 and Grade 5 students through sexual education for children video. The video shows the act of strangers and how to face them, self-defense, and openness to the parent. After watching the video we did short review to assure the students have understood the contents. There are four controlled variables of this research; knowledge of private body parts, self-defense, openness to parents, and type of sexual abuse.The result of pretest shows thay the students are lack of the knowldege of the private body parts. This aspect includes which body parts that are considered as private parts and who are permitted to touch it. It is proven that there are 58% students answered open questions with inappropriate asnwers, while 42% answered open questions appropriately.For self-defense variable 73% of students have insufficient knowledge and 27% have good knowledge about it. In this case, most of students do not know how to defend themselves when a stranger approaches them. For the type of sexual abuse variable, many students have poor knowledge. 67% of students have poor knowledge while 33% have good knowledge about it. This aspect includes how is the rude touch itself, the knowledge of pornography, is it good or bad, why it is bad, wether it is permitted or not to see and watch all things about pornography. But the variable of openness to parents is inversely proportional to the other three variables. Almost all students are close to their parents already. 90% of students have good knowledge and 10% have insufficient knowledge. This is indicated by the percentage of knowledge of openness with parents, if a stranger approached and performed crimes to them, where to go and with whom they go or play, they would tell and report to their parents. This is because on a daily basis these students have intimate contact with the family every day.

After the game we did the posttest with the same controlled variable. The results obtained that these students have significant improvements of sexual abuse knowledge. This is indicated by 90% of students have better knowledge on the private body parts while 10% do not have. In self-defense variable there is a significant rise of 69% from 27% after running the game of SELENDANK. So 96% of students now have good knowledge in total. 83% of the students know the form of sexual abuse after playing the game. Lastly, the openness of the students increased to be 100% so that all the children in the sample have excellent openness to parents, the overall result can be seen as follows in figure 1.



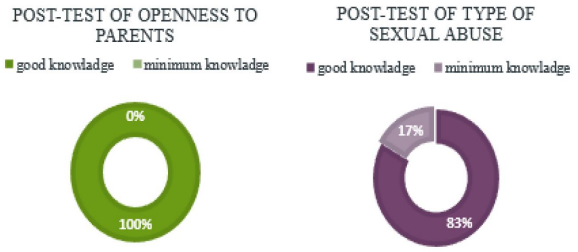


Fig. 1. Result of Pretest and Posttest of SELENDANK

SELEDANK as a preventive solution of child sexual abuse, is designed to resemble the traditional game of snakes and ladders so that students can be familiar in playing this game. This game could give positive impacts to children. It can be seen from the result of posttest which is increased from pretest result in terms of knowledge of private body parts, self defense, openness to parents, and type of sexual abuse. As a matter of fact, students voluntarily tell all about the game including its contents to their friends and family. It makes the sexual education for children spreads widely and allow the students who did not participate in this program to know about it as well. In addition this game strengthen the bond between students and parents because parents must guide their children in this game. In the next study it is expected that the object is not only children but also parents and teachers so that we know whether this game has an impact also on the relationship of children with people around as the preventive action of sexual abuse. For instance it can also add age grouping and gender factors to know whether there is influence or not. There are some advantages of SELENDANK in brief: As the education media to prevent child sexual abuse; train children's psychomotor; simple, easy and can be played everywhere; make the children and parents get closer; and as the media to play for the prevention of stress in children.

ACKNOWLEDGEMENT

Praise and Great Gratitude to God Almighty who permitted the authors to complete this paper. The authors would like to thank Salahuddin El Ayyubi, Lc, M.A., as the lecturer for guiding the process of this research. Special thanks are extended to the principal, teachers, and students of Bondongan Elementary Schools who participated in the study. Final words the authors would say thank you very much indeed for those who we cannot mention all the names. Hopefully this paper can be useful and become the input of the parties in need.

REFERENCES

[1] Tutty, L., "The ability of elementary school children to learn child sexual abuse prevention concepts", Child Abuse & Neglect, vol. 16, no. 3, pp 369-384. 1992.
[2] Putnam, F. W., "Ten-year research update review: child sexual abuse". Child adolescence psychiatry, vol. 42, no. 3, pp 269-278, March 2003.
[3] Orange, L.M., & Brodwin, M.G., "Childhood sexual abuse: What rehabilitation counselors need to know", Journal of Rehabilitation, vol. 71 no. 4, pp 5-12, 2005.
[4] World Health Organization (WHO), "Preventing child maltreatment: a guide to taking and generating evidence", Geneva: World Health Organization (WHO), 2006.
[5] Finkelhore, D., "Prevention of sexual abuse through educational programs directed toward children", Pediatrics, vol. 120, no. 3, pp 640-645, Sep 2007.
[6] Finkelhore, D., "The prevention of childhood sexual abuse", The Future of Children, vol. 19, no. 2, pp 169-194. 2009
[7] Pramastri I., Supriyati., Priyanto, M. A., "Early prevention toward sexual abuse on children", Journal of Psychology, vol. 37, no. 1, pp 1-12, June 2010.
[8] Lalor, K. McElvaney, R. "Child sexual abuse, links to later sexual exploitation/high-risk sexual behavior, and prevention/treatment programs", Trauma Violance Abuse, vol. 11, no. 4, pp 77-159, Oct 2010.
[9] NSPCC, "Child sexual abuse", NSPCC research briefing, July 2013.
[10] Indonesian Child Protection Commission, http://www.kpai.go.id
[11] Integrated Service Center for Women and Child Empowerment. http://p2tp2ajabar.org

★★★

.