The Development of Serial Assertive Comics about Reproduction Organs: Prevention Toward Early Child Sexual Abuse

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Abstract

The prevalence of sexual abuse increases annually. The injuries have various impacts, both physical and psychological, for children. There is a need for effort to prevent and to prepare children to avoid sexual abuse. One of them is related to assertive comics with reproduction organs. This research uses the research and development approach done in two years. The first year was done in Central Semarang with subjects involving 28 teachers of preschool to fill the questionnaires, 30 teachers were asked to be in FGD process, and interview for 200 students to find out their initial understanding about sexual abuse, and testing the prototype in a limited trial run using 20 students of kindergarten. The technique of collecting data uses purposive sampling. Based on the findings from 200 students, 39 students have a great understanding of sexual abuse, 130 students with common knowledge, and 31 with deep understanding. Kindergarten students have the best experience in aspects of a safe location to play but have lower perceptions about parts of not to touch the body. Based on FGD results and questionnaires toward the teachers, it is gained result that teachers try to prevent sexual abuse, but from the side of media is still low and less variety. Based on the data, a prototype of assertive serial comics about reproduction organs are arranged as prevention toward early childhood sexual abuse. The suggestion, students with a lower understanding of sexual abuse, need active teachers' involvement in early childhood sexual abuse prevention programs using various media.

Keywords: assertive comics; reproduction organ; sexual abuse prevention; early childhood children

Introduction

Children are the next generation to continue the future of a particular nation and also indicators of human source quality in which becomes the central pillar for national development. As the owner of the prospects, the quality young generation is needed to improve, and children have the right to get protection from all elements of society. To enhance the quality of human source cannot be done naturally. Children cannot be ignored to grow and develop without any protection. They may become the burden of national development because they will be weak and less productive generation. Meanwhile, the number of child population is about a third of the names of Indonesian people. Foods and clothes are not enough to make children as media of inheriting qualified, creative, competitive, nationalism, and good deed human sources. There is a need for all parties to create a responsive environment toward the needs and importance of the children. Each reviewing social children's problems, there will always be a deep sorry, such as many children are insisted on carrying risk due to their incapability and error of adult people in protecting them (Bagwell & Schmidt, 2011; Noor, 2014; Siregar, 2013).
Early childhood children have a crucial position in someone’s development. It is due to old childhood ages are golden ages, in which event happens rapidly. In this age, children need optimal stimuli from various aspects such as physical, motoric, cognitive, social, emotion, and language. When children in their most tender age are given maximum incentives, then it will affect their achievement of optimal development (Benson, 2006; OECD & ADB, 2015; Siregar, 2013; Stehlik, 2008).

Essentially, early childhood children, according to SISDIKNAS Rules Number 20. The year 2003 states early childhood education is held for children since they were born until the next six years, and it is not the requirement to join primary school. Based on statistical data collected by the Minister of Education and Art Data Center in 2017 (PDSPK Kemendikbud, 2017), early childhood children in Indonesia are about 4.605.809 consisting of 2.511.668 males and 2.094.141 females. This number should be managed so they can grow and develop optimal so they can have full health from physical, psychological, social, and spiritual aspects. But, in 2014, there was only 17.83% of 0 until six-year children in Indonesia joining preschool. The village was only accounted for 15.34% of children entering preschool and in city areas only 20.41%. But, in reality, there are many of them are not yet growing optimally due to various reasons, such as sexual abuse.

Sexual abuse in the form of sexual contact or other contacts is not demanded sexually. Sexual abuse is typically followed by psychological pressure or physical pressure (Jatmikowati, Angin, & Ernawati, 2015; Nuari, 2017; Solihin, 2017). Sexual abuse, when children experience it, then will influence both physical and psychological conditions in the future. The findings of the research stated by Takett (1993); Noel (2003); Webber and Smith (2013) stated the victims, children of sexual abuse, had symptoms such as: Post Traumatic Stress Disorder, behavioral problem, sexual behaviors, low self-esteem, schizophrenia emergence, vulnerable to high early sexual and sexual activity, becoming old mother, having little labor control, early giving birth of the first child and having potency to be sexual abuse perpetrator in the future (Jatmikowati et al., 2015; Nuari, 2017).

Three-year data elaborated by the Children-Women Protection Commission (KPAI), the number of sexual abuses toward children tends to increase in recent years. In 2010, there were 2.426 cases with 42% sexual abuse cases. In 2011, there was an improvement compared to the previous year into 2.509 instances, with 58% sexual abuse cases. In 2012, the commission got 2.637 reports about sexual abuse, 62% were sexual abuse. In 2013, the story of sexual abuse in Jakarta reached 666 cases. Furthermore, Maryuni & Anggraeni (2017) explained, at least 45 children in each month became the victims of sexual abuse after realizing the high prevalence of early childhood sexual abuse.

Related to the number of cases experienced by early childhood children, there is a need for them to get protection from various situations included sexual abuse based on rule number 23. The year 2004, it is explained one of children's' rights is to get protection. Child protection is any activity to guarantee and protect them and their rights to live, grow, develop, and participate optimally accordingly to human dignity and also to get protection from discrimination and abuses (Nurbaya & Qasim, 2018; Rahmadani, 2018).

Early childhood children have high curiosity, one of them about the sexual matter. Sex is believed to be only allowed to discuss by adults or married people. Children and teenagers are found to not talk about it, moreover early childhood children. Many parties are pro and contra to the notion of education about sexuality taught to old childhood children. Those pros believed sexuality is needed to prepare as early as possible by adjusting it to early childhood age. But the contra-side thinks it will cause them to be more curious about sexuality. Kindergarten teachers as facilitators in developing children's potencies are expected to prepare themselves with various knowledge and skills related to multiple domains of children's strengths, so they are expected to be able to function their roles properly by facilitating the children in learning. One of the exciting, educative, fun, use media to introduce, understand the function of reproductive organs is assertive comics (Jatmikowati et al., 2015; Solihin, 2017).
The urgency of this research is to improve the knowledge, attitudes, and skills of the children to prevent sexual abuses. By being assertive, then children will be able to protect themselves and to develop better mental health. Therefore, to have better mental health will be able to create better psychological wellbeing of a country. This research is research and development of comics as sexual abuse prevention. It has a purpose to provide products in the form of comics as an effort to prevent early childhood sexual abuse. There are seven series: a) You and I are unique, b) Gender Differences, c) My Body and Its Parts, d) Caring Bodies, e) Seeing Unimportant Things, f) Saying NO, g) Self-Protection. In the implementation, the comics are given by teachers or parents.

The purposes of the research are: a) giving understanding to early childhood children about developing respects upon their own bodies and others, b) providing knowledge about reproduction organs of old childhood children, c) improving understanding about keeping bodies, recognizing dangers and acting to prevent the situations for themselves, d) implementing serial assertive comics to strengthen their rights toward their bodies and to improve their self-protections.

There are practical benefits of this research: a) for government, to continuously improve policy related to law for child protection efforts, giving sufficient capacities to enhance early childhood mental health, promoting TOT for teachers to provide social skill training of old childhood children to prevent early childhood sexual abuse, c) for schools, as an effort to improve safe and friendly environments so they can avoid the numbers of sexual abuse. There is an improvement of teacher and parents’ synergy in improving the assertive attitudes of the students. Teachers can give information services related to early childhood sexual abuse prevention, and d) for students, to let them have skills and abilities to act assertively to prevent sexual abuses.

Method

This research, titled assertive serial comics to introduce Reproduction Organs as Effort to Prevent Early Childhood Sexual Abuses, is a Research and Development approach. It has ten stages to do in developing the products. However, the researchers only explain the findings in the first year. The early results after six steps are done through 1) preliminary study, 2) planning, 3) developing model, 4) hypothetic, 4) hypothetic model review, 5) revising, and 6) limited trial run.

In the first years, the subjects taken to collect the data were: 28 teachers in Central Semarang by giving questionnaires, 30 teachers were invited to the FGD process, 200 students were B Kindergarten in Central Semarang. They were interviewed to find out their understanding of sexual abuse. The already created prototype was then tested limitedly to 20 persons. The techniques of collecting data were questionnaires, interviews, and documentation.
Result and Discussion

Reviewing Conceptual and Previous Research Analysis

In this step, researchers review concepts and previous studies based on the data gained that early childhood sexual abuse is increasing, so there is a need to prevent them and avoid more victims. From various reference reviews done by researchers, there are some preventive efforts done by using multiple media: such as books and dolls. Mapping related to articles related to sexual abuse topics and their preventions, as well as the use of comics, have been done. For example, by using national or international journals. However, only a few of them use the cartoon as media.

Survey on the Field

Study about teachers and students was done to get information related to teachers' and students' understanding of sexual abuses and students' responses about the use of media to prevent sexual violence. The interview was done by targeting B graders of Kindergarten with several 200 students from various kindergarten in Central Semarang. Meanwhile, on the teachers, the researchers asked information related to their understanding of sexual abuse, the prevention efforts already done by them, and their efforts to prevent sexual injuries. The interview was done to 28 teachers of Kindergarten in the city. Before the process of collecting data, the researchers made instruments for children and teachers. Based on the validations, the device was considered to be reliable to use because of all components of assessment, such as the relevancy questions to research problems, the formula arranged questions based on the objectives of the research, and the readability items for teachers and students. Based on the interview results with B graders of the Kindergarten with 200 students.

Based on the table, 98 boys and 102 girls as the respondents of the research, aged from 4 until 6.4 years old, have a total score of 1671. The details of the score are 243 for sexual abuse understanding, 331 about inappropriate touch on body parts, 335 about touchable body parts, 360 about responses to inappropriate actions, 382 about understanding safe locations to play. Here is the summary on Table 1:

<table>
<thead>
<tr>
<th>Tabel 1. Respondents</th>
<th>Sexual abuse</th>
<th>Inappropriate touch on body parts</th>
<th>Touchable body parts</th>
<th>Responses to inappropriate actions</th>
<th>Secure places to play</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>243</td>
<td>331</td>
<td>355</td>
<td>360</td>
<td>382</td>
<td>1671</td>
</tr>
</tbody>
</table>

Based on the data, it can be explained that the students have a better understanding of safe locations to play with score 382, continued responses to inappropriate actions with score 360, and then 355 for touchable body parts. The last aspect is 311 under inappropriate theme touch on body parts. Based on the data, it can be explained from 200 students, and there are 39 students having a great understanding of sexual abuse, 130 students having common knowledge about sexual abuse, 31 students having poor knowledge about the matter.

Based on the findings, it can be explained the effort of early childhood prevention can be made through various media: stories and dolls. Used the booklet for primary school students struggling to prevent sexual abuse. The use of media will ease children to understand the material.

The components in the presented aspects of the research understanding of sexual abuse, touchable body parts, appropriate touches on body parts, responses to inappropriate actions, and safe locations to play. Based on the aspects, children have a considerable understanding of secure places to play. It can be understood because their parents always give beliefs to be careful while playing and informing children to play safely. Meanwhile, from the sexual abuse understanding aspect, the score tends to be low compared to other elements. It can be understood because not all parents have an understanding related to sexual abuse. The form of skills in delivering between one
parent to another parent or teacher may vary because they do not feel comfortable to provide sex education to children, moreover by the existence of taboo opinion and pro and contra sides about sex education for the children. Parents are the most appropriate parties to deliver sex education. It aligns with (Sandarwati, 2014) that parents have important roles to help children ready to face their lives, and family is the closest people to maximize children's characters. A family can be a fortress for the family from various bad things coming from the social environment. Besides that, pro and contra sides about sex education in which pro considers sex education is needed and taught as soon as possible, by adjusting it to children's ages. But for contra sides, they tend to disagree because sex education will make children even more curious (Walter, 2001; Zhang et al., 2012).

Assertive Comics about Reproduction Organs

Comic is a media in the form of a cartoon in which has various characters and roles of a story in a strong ordered related to pictures and is designed to amuse the readers (Soedarso, 2015). The use of comics as learning media has essential functions. It is to create the learning intention of the students and help them to ease in remembering the already gained material (Hidayah, 2017; Nugraheni, 2017; Utaryanti, Wahyuni, & Zenaab, 2016; Wardani, 2012). Early childhood children is a period after giving birth until six years old, in which children are growing physically until forming proportional body: children can walk, run, jump, have a good understanding, and understand emotion felt by other people based on showed body language. Genital organ recognition can be started by knowledge about the names and functions of organs of the body, examples: eyes to see, ears to listen, vagina or penis to take a pee, and so on. It can ease students' understanding. Parents need to avoid incorrect terms related to genital organs, for example: giving the name of female genital organs by 'wallet' or the owned by boys with 'bird.' It will create confusion for the children. Use appropriate terms such as penis, vagina, breast, and so on (Nurbaya & Qasim, 2018; Putra & Ramdani, 2014).

Sexual Abuse Prevention

Etymologically, prevention is from Latin language, pravenire, meaning before something coming or anticipating or preventing upon something to have happened. The preventive program can be done through seminars, workshops, training, group discussions, watching a movie, posters, and traditional ways in which are not dull (Paramastri, Prawitasari, Prabandari, & Ekowarni, 2014). Prevention can be grouped into three: primary, secondary, and tarsier preventions. Here are the explanations:

a. Primary prevention is an aggressive effort to prevent the mental health of society by avoiding problems in the community. The target of prevention is a vulnerable population in which the people are in a possible condition to expose by difficulties.
b. Secondary prevention is an effort to prevent to decrease the duration of mental health problem cases. Through this prevention, it is expected to reduce the prevalence of the problems but cannot decrease the number of incidents. The target of the prevention is group or groups of population suffering problems.
c. Tarsier prevention is an effort done to sick people who has a function and ability to decrease meant or social gatherings and the issues. A rehabilitation effort toward the people requiring readjustment due to their illness or trauma. The target of prevention is a group suffering long term problems or individual suffering severe problems and causing to lower capacity about performance, social relationship, or its issues.

Sexual abuse is defined by Paramastri et al. (2014) as force, threat, or tricked children in sexual activity. The sexual activity covers from seeing, touching, penetrating, molesting, and rapping. Sexual abuse is usually followed by psychological and physical pressures. Sexual abuse, if children experience it, will influence their physical and mental condition in the future. The victimized children have many symptoms such as post traumatic stress disorder, behavioral problems, sexual behaviors, low self-esteem, schizophrenia symptoms, early high-risk sexual activity, becoming old mother, little
labor control, and early first child labor, and to have potency to be sexual abuse perpetrator in the future.

Various factors affecting sexual abuse (a) Parent Error Factor; Parents do not become aware of children's growth and development and their interactions in which makes them vulnerable to be sexual abuse victims. (b) Low Mentality and Morality of the Perpetrator Factor; Sexual abuse perpetrators typically do not have good morals and mental. It makes them cannot control their desire and think. (c) Economy Factors; One of the ways used by perpetrators to trick their victims is by promising them to give something economically, so the victims will obey what they want (Anggraeni, 2017; Jatmikowati et al., 2015; Nuari, 2017; Solihin, 2017).

Conclusion

Based on the findings, the conclusions are; (1) The B graders of Kindergarten have various understandings of sexual abuse. The highest score based on the point is on safe locations to play aspects, and the lowest one is about the sexual abuse understanding aspect. (2) Teachers have various understandings of sexual abuse. They have struggled to prevent sexual abuse but still not optimal. The use of media to prevent sexual violence is still minim. Teachers agree early childhood students should get sex education. (3) Assertive comics based on the limited trial run can be given, but there are some parts to revise.

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References


