

SEX EDUCATION PSYCHOEDUCATION FOR PARENTS AS AN EFFORT TO PREVENT SEXUAL VIOLENCE AGAINST ELEMENTARY SCHOOL STUDENTS

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Abstract. The increasing cases of sexual violence against children in Indonesia highlight the need for educational interventions to enhance parental knowledge in preventing such incidents. This study aims to evaluate the effectiveness of sex education psychoeducation in improving parents knowledge regarding protecting elementary school students from sexual violence. The method used is a one-group pretest-posttest design, involving 14 mothers as participants. The results showed a significant increase in participants knowledge after the psychoeducation intervention. Thus, sex education psychoeducation is effective as a preventive measure to provide parents with an understanding of the importance of protecting children from sexual violence. This study suggests broader implementation of psychoeducation to build a generation more aware of rights and self-protection.

Keywords : child protection; parents; psychoeducation; sex education; sexual violence

I. INTRODUCTION

The issue of sexual violence against children has begun to receive serious attention in modern society. There are many cases of child sexual violence that go unrecorded or unreported by parents or families for various reasons, such as shame, embarrassment, fear of threats, or a lack of understanding about the importance of reporting such incidents. Among the many causes, one key factor is the lack of parental knowledge about sex education, which often becomes a loophole exploited by perpetrators to commit acts of sexual violence. According to Finkelhor (1994), the lack of education and communication within the family is a major factor that enables sexual violence against children, as children are unaware of how to protect themselves.

Based on interviews with the health department and the Women's and Children's Empowerment Agency (PPA) of Mukomuko city, the number of sexual violence cases in Mukomuko has increased significantly in the past five years. They recorded 14 cases of child sexual violence in 2022, which rose to 26 cases in 2023 (Pradipta, 2023). This indicates a persistent lack of public outreach regarding sex education in Mukomuko. According to WHO (2020), comprehensive sexual education for parents is essential in reducing the incidence of sexual violence and enhancing children's ability to recognize danger.

Sex education psychoeducation for parents is conducted as a preventive effort to protect elementary school students from sexual violence, and it is highly relevant in today's context.

Amid rising cases of sexual violence against children, sex education is an effective strategy to raise parental awareness and understanding of the importance of protecting their children. According to data from the Ministry of Women's Empowerment and Child Protection, the prevalence of child sexual violence in Indonesia remains high. For instance, in Yogyakarta, 52% of sexual violence cases in 2019 involved children aged 0–17 (Adikusuma & Maharani, 2023). Preventive efforts through sex education must be continuously strengthened to ensure better protection for children. Hurlock (1995) also emphasized that appropriate education during childhood plays a critical role in equipping children to avoid and manage danger, including sexual violence.

However, in Indonesia, discussing sexual education remains a taboo in many families. Parents often feel uncomfortable or lack sufficient knowledge to discuss this topic with their children. In fact, properly delivered sex education can serve as a preventive step in protecting children from threats of sexual violence. Elementary school students are in a developmental stage that is particularly vulnerable to negative influences. They need appropriate guidance and supervision from parents, especially in understanding and protecting themselves from sexual abuse. According to Santrock (2007), teaching children about personal boundaries and body awareness from an early age is key in building their self-defense against abuse.

The sex education that parents need to provide goes beyond biological aspects. It should also include an

understanding of body boundaries and the difference between appropriate and inappropriate touch (Solehati et al., 2022). This is especially relevant considering that many parents still have a limited perception of sex education, often viewing it only as instruction about reproductive organs (Tampubolon et al., 2019). Good communication between parents and children is one of the keys to preventing sexual violence. With broader understanding, parents can take an active role in educating their children about bodily rights and how to protect themselves from potential harm (Joni & Surjaningrum, 2020). Sex education psychoeducation also serves to build open communication between parents and children. Research shows that effective communication can help children feel more comfortable discussing sensitive issues, including sexual violence (Kusmianigtyas et al., 2022). This approach can help parents create a safe environment for children to express their concerns and experiences as an important step in preventing sexual violence (Bangsawan & Yusria, 2022). According to Bandura (1986), positive interaction and effective communication between parents and children are crucial in forming children's protective behaviors.

Educational media such as books, videos, and interactive games can be used to help teach sexual education to children. Research shows that using appropriate media can increase children's interest and understanding of important topics. By utilizing various methods, parents and teachers can create engaging and meaningful learning experiences for children. Methods used in psychoeducation, such as educational games and visual media, have proven effective in attracting children's attention and increasing their understanding of sexual issues (Sumiyarini et al., 2022). By integrating engaging methods, parents can more easily convey important messages about self-protection to their children. This aligns with research showing that the use of media in education can stimulate children's interest and attention (Fitriani et al., 2021). Overall, sex education psychoeducation for parents is a crucial step in preventing sexual violence against children. By improving parental knowledge and skills, it becomes an essential effort to help parents prevent sexual violence and enable them to protect their children more effectively from the risks, as well as to raise a generation that is more aware of bodily rights and self-protection.

II. RESEARCH METHODS

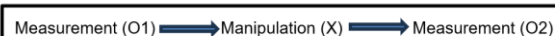
This study is an experimental research using a one-group pretest-posttest design, also known as a before-after design. In this design, a single group of participants is measured at the beginning of the study to assess their existing knowledge about child sexual violence. After receiving a psychoeducational intervention, their knowledge is measured again using the same instrument to evaluate any changes. According to Creswell (2014), this design is simple yet effective for observing changes caused by an intervention, although it lacks a control group to eliminate external influences.

The data was collected using a questionnaire based on relevant theoretical foundations. The knowledge variable was measured using a Guttman Scale, which provides clear "true"

or "false" responses and is effective for assessing cumulative and hierarchical variables, as stated by de Vellis (2012).

The intervention provided in this study was a psychoeducation session aimed at increasing parental knowledge and skills to prevent psychological problems, particularly child sexual violence. As noted by Kübler-Ross and Kessler (2005), psychoeducation also helps individuals understand and manage their emotional responses, making it a suitable method for educating parents on this sensitive issue.

The psychoeducation was delivered during a meeting of the *Bundo Kanduang Persatuan Keluarga Daerah Pariaman* (PKDP) in Mukomuko and involved 14 mothers with elementary school-aged children. The effectiveness of the intervention was assessed using a parental sexual knowledge scale, with measurements taken before and after the session to evaluate any changes in knowledge.



III. RESULTS AND DISCUSSION

This study was conducted in several stages, beginning with the preparation phase, which included a survey and needs analysis involving parents. During this phase, initial interviews were conducted with relevant agencies. After identifying the needs, the process moved to the implementation phase. In this phase, the psychoeducation module was developed, pretest and posttest assessments were conducted, and all necessary preparations were completed. The final stage involved data processing after the implementation phase was completed.

Data analysis was performed using the JASP application. The results of the pretest-posttest data analysis are presented as follows:

Table 1. Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pretest	14	20.500	1.829	0.489	0.089
Posttest	14	24.000	1.177	0.314	0.049

Based on the descriptive analysis results, the average pretest score of the subjects was 20.50, while the average posttest score was 24.00. This indicates a significant increase in parents' knowledge about child sexual violence after receiving the psychoeducational intervention. According to Sugiyono (2017), an increase in average scores before and after an intervention is an important indicator for measuring the effectiveness of a treatment, especially in experimental research using a pretest-posttest design.

This knowledge improvement suggests that psychoeducation can provide new understanding and strengthen parents' awareness of the importance of sex education for children. Consistent with Johnson (2015), properly structured and delivered sex education helps parents enhance their ability to recognize signs of sexual violence and

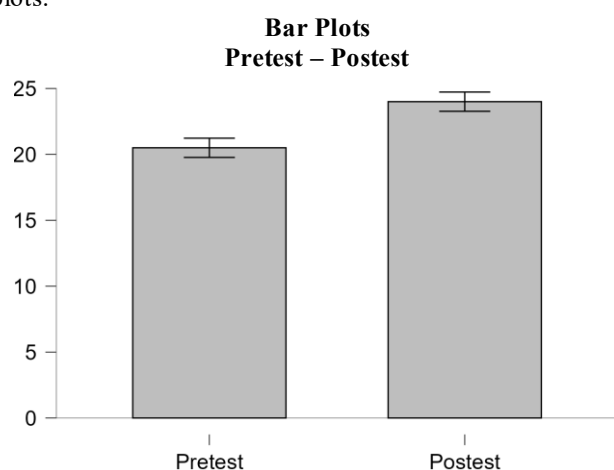
ways to prevent it, thus serving as an early form of protection for children.

Furthermore, according to Bandura (1986) in social learning theory, psychoeducational interventions not only provide information but also shape beliefs and attitudes that support positive behavioral changes. Therefore, the increase in knowledge can impact parents' awareness and encourage them to actively provide appropriate sex education to their children.

The increase in parental knowledge is crucial since parents are the primary agents in child education, especially regarding body boundaries and protection from sexual violence. As explained by Finkelhor (1994), interventions that directly involve parents can reduce the risk of child sexual violence by improving their ability to detect and manage risky situations.

Thus, providing psychoeducation to parents about the importance of sex education for children not only enhances knowledge but also has the potential to build awareness and practical skills essential for preventing child sexual violence.

The increase in parental knowledge from pretest to posttest can be visually illustrated using the following bar plots:



Based on the Wilcoxon mean rank analysis, the mean rank before the treatment (pretest) was 0.00, while the mean rank after the treatment (posttest) was 7.00. This indicates that the average posttest score was higher than the pretest score. In other words, these results reinforce the previous findings, showing an increase in parents' knowledge after receiving psychoeducation.

According to Sugiyono (2017), the Wilcoxon test is an effective non-parametric method used to examine differences between two paired data sets that are not normally distributed. This test is particularly suitable for research with a pretest-posttest design like this study because it can provide information on whether the intervention has a significant effect on the variable measured.

Furthermore, Field (2013) explains that the interpretation of mean rank in the Wilcoxon test reflects the order of differences between pre- and post-treatment values, where a higher mean rank in the posttest indicates a meaningful positive change in the tested variable. Thus, the higher mean rank in the posttest confirms that the

psychoeducation provided was effective in improving parents' knowledge about child sexual violence.

This finding aligns with the principles of learning theory and behavior change proposed by Bandura (1986), where direct provision of information and education can increase knowledge as well as motivate individuals to adopt more adaptive attitudes and behaviors.

Therefore, the Wilcoxon test results not only provide statistical evidence of knowledge improvement but also support the validity of the conclusion that psychoeducation is an effective intervention for increasing parents' awareness and ability to provide appropriate sex education to their children.

The Wilcoxon mean rank table can be seen in the table below:

Table 2. Wilcoxon Signed Ranks Test

	N	Mean Rank	Sum of Ranks
Posttest - Pretest			
Negative Ranks	0 ^a	.00	.00
Positive Ranks	13 ^b	7.00	91.00
Ties	1 ^c		
Total	14		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest



IV. CONCLUSION

Based on the results of the study, it was found that providing psychoeducation to parents regarding the importance of sexual education for children can increase parental knowledge in providing sexual education for children, this can be an effort for parents to prevent sexual violence against children. This means that providing psychoeducation to parents regarding the importance of sexual education for children is a strategic step in increasing

parental knowledge and also as an effort to prevent sexual violence against children. This was also stated in a study which revealed that sexual psychoeducation is defined as an intervention that aims to increase understanding of gender differences, sexual abuse, and preventive measures that can be taken to protect children from risky situations (Arviana & Prameswari, 2023). The knowledge gained by parents through this psychoeducation can strengthen their ability to provide appropriate sexual education to their children, thereby creating a safer environment for children (Solehati et al., 2022).

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