

CHILD SEXUAL ABUSE (CSA) AWARENESS ON THE KINDERGARTEN TEACHERS AND PARENTS IN KENDARI

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Abstract

This study is a preliminary investigation to find out teacher and parents' knowledge of Child Sexual Abuse (CSA), to find out teacher and parents attitudes towards CSA prevention education in school, and to find out what CSA topics that have been taught by teachers and parents with their children in Kendari. The data were collected by using questionnaires with 627 total respondents. The results revealed that the knowledge of teachers and parents' CSA in Kendari is of average level. 59,6% of teacher and parents have enough information about CSA. Despite the average knowledge, they have a positive attitude (80.7%) towards CSA prevention education in school. Most of them (54.5%) report that they already implemented CSA prevention education for their children. Majority of teachers and parents (75,28%) admits to have heard about cases of CSA in Kendari. Most of them obtained information from TV/electronic media (44,54%), stories being passed around the neighborhood (19,33%), and from the other sources: newspapers, closed family, relatives, and children's school. One of the sexual abuse cases which has been widely circulated among the respondents is a stepfather or a teacher who allegedly sexually harasses his child, and majority of people have committed CSA are from close family, such as: stepfather, teacher, neighbor, family friends, uncle, grandfather, or parent's grocery subscription.

Keywords: *awareness, child sexual abuse (CSA), teachers, parents*

Introduction

Child abuse is one important issue in almost every country, be it western countries such as England (Appleton & Sidebotham, 2017), America (Allen 2017; Nickerson, 2017; Kamper-DeMarco, 2017), Australia (Goldman & Grimbeek, 2014), and eastern countries such as Malaysia (Othman & Yahaya, 2012), China (Zhang, Chen & Liu, 2015) and Indonesia (Islawati & Paramastri, 2015). Data sourced from the Indonesian Child Protection Commission (KPAI) states that the number of cases of abuse against children in Indonesia is still of high average, with 3,581 cases in 2016 (KPAI, 2016). Kendari, one of the capital cities in eastern Indonesia, is not spared from these cases. About 51.7% of cases of abuse against children in Kendari are recorded as cases of sexual abuse against children (Kendari Pos, 2016). The Center for Integrated Services for Women and Children Empowerment (P2TP2A) Office of Women's Empowerment and Child Protection Kendari (2017) recorded that there were five cases of sexual abuse against children from January to April in 2017, while the Protection of Women and Children (PPA) of Southeast Sulawesi Regional Police (2017) recorded as many as 66 cases from 2016 to April 2017. The Kendari Mental Hospital (RSJ) (2017) also investigated 12 cases from June 2016 to May 2017. Based on the results of interviews with related agencies above mentioned, the existing data still fail to describe the real situation about cases of sexual abuse against children that occurred in Kendari, because there is still

lack of reporting by victims and other parties who know the occurrence of the case. This condition makes CSA turn into an iceberg phenomenon.

This condition is undeniably very worrying, because CSA cases can occur to any children, both boys and girls, who come from the above or below the social status (Cecen-Erogul & Harisci, 2013). Generally, CSA perpetrators come from the environment near the victims. They can be anyone, those who have the intention or who have the opportunity (Kinnear in Islawati & Paramastri, 2015).

CSA has a negative impact on victims both in the short and long term that affects physical and emotional health, cognitive abilities, educational achievements, and social and behavioral development (Fariani & Paramastri, 2015). Children who experience CSA later will have a complicated life in their adult life, because they will always experience anxiety, depression, obstacles in their social development, low self-confidence, and prone to drugs abuse and suicide (Tishelman, Meyer, Haney & McLeod, 2010; Othman & Yahaya, 2012). The increasing number of cases throughout the years requires steps to help the community prevent the CSA's occurrence. Much of the research related to CSA prevention is generally carried out in schools (Turner, et al., 2017; Islawati & Paramastri, 2015; Cecen-Erogul & Harisci, 2013;

Goldman & Grimbeek, 2014; Othman & Yahaya, 2012), with the aim to educate both students and teachers about the danger of CSA. Teachers in schools play an important role in educating their students as well as to have an important role in the growth and development of their students. In turn, teachers are also expected to be able to provide awareness about CSA prevention to their students. Another important role in educating children is held by parents, because parents are the first source of learning that is known and obtained by children. By this light, teachers and parents altogether have important roles in educating children about the prevention of sexual abuse.

Child Sexual Abuse (CSA)

Child Sexual Abuse (CSA) is a kind of sexual violence conducted by an adult or an older child or with similar age (Othman & Yahaya, 2012; Islawati & Paramastri, 2015). Usually, the victim tends to forget the memories of sexual experience (Tishelman, Meyer, Haney & McLeod, 2010) or remain silent and refuse not to tell anyone because of the fear of embarrassment and guilt (Othman & Yahaya, 2012). A CSA offender is generally near the victim, about 30 % come from close family like: brother, father, mother, uncle, or cousins; and around 60 % are close acquaintances: family friends, caregivers, or neighbors; and 10 % foreigners (Othman & Yahaya, 2012). CSA gave a bad impact for children physically and psychologically (Islawati & Paramastri, 2015; Othman & Yahaya, 2012; Tishelman, Meyer, Haney & McLeod, 2010) and social problems (Zhang, Chen, & Liu, 2015).

Psychological impact resulting from CSA in the form of post-traumatic stress disorder, anxiety, depression, and suicidal tendencies (Islawati & Paramastri, 2015; Zhang, Chen & Liu, 2015) various forms of dysfunctional behavior, drug abuse, psychosis and self-disorder (Briere & Rickards, 2007). In addition, other impacts caused by children are lack of confidence, vengeful & aggressive; withdrawn from the environment, an attitude of fear of marriage, feeling inferior (Henry, 2012).

The facts illustrate that CSA is a common phenomenon that occurs in society and damages the mental health and well-being of children. In a country like the United States, Canada and some other countries since 1977 have sought to raise of public awareness on the issue of CSA (Chen & Liu, 2015). Research by Othman & Yahaya (2012) suggested that the children in Malaysia are still need education on the prevention of CSA, the teachers/parents still lacked teaching about CSA for self-protection to their children. The last few years, in Indonesia the government through KPAI have

been active in conducting CSA prevention such as by publishing child-friendly school manuals, socializing "AKU MANDIRI" (Anak Mampu Menjaga Diri) and so on (KPAI, 2016). The school is considered as one of the basis for CSA prevention (Kenny, et al., 2008), including kindergarten. Kindergarten age children must be taught to be able to protect themselves from CSA, even as little as three-year-olds can be taught self-protection (Kenny et al., 2008). Materials taught to young children include the types of CSA, body parts that need to be protected, identification of CSA offenders, how to avoid CSA, and stimulation activity for children to report if they will experience or have experienced CSA (Cecen-Erogul & Harisci, 2013; Kenny, et al., 2008). The KPAI also provides educational material related to CSA prevention in early childhood, which includes: introducing children to body parts that should not be seen and touched by just anyone, getting them to know who can touch them (very close family), and actions that must be taken when they experience CSA.

Awareness of Child Sexual Abuse at the Kindergarten Teachers and Parents

The basic assumption of individual action is that individuals behave in a conscious manner and consider available information implicitly and explicitly, and also consider the implications of the actions taken (Azwar, 2008). Public awareness and professional responses and a strong system of prevention of child abuse will make children safe from fear of physical, emotional, and sexual violence (Appleton & Sidebotham, 2017). Direct involvement by professionals, such as nurses, social workers and teachers, is needed when giving CSA prevention (Turner et al., 2017). Schools, in this case including kindergartens, are one of the bases for CSA prevention (Kenny et al., 2008). Research by Paramastri (2007) revealed that the pictorial comic media given to fifth grade elementary school could increase students' knowledge about CSA prevention.

Kindergarten teachers have an important role and function in preventing CSA in schools (Islawati & Paramastri, 2015), because they have more attachment to their students where the attachment is almost the same as the child's parents (Zhang, Chen & Liu, 2015). Teachers must have good knowledge and skills so that they are able to protect their students professionally from acts of violence that could have plagued them (Goldman & Grimbeek, 2014). They are expected to be able to educate their students especially about CSA in an interesting way so that children can easily understand and comprehend CSA's prevention education. And to be able to provide CSA prevention education to their

students, kindergarten teachers must have knowledge about CSA.

Other parties who also play an important role in teaching children about CSA prevention are parents (Allen, 2017; Nickerson, 2017; Kamper-DeMarco, 2017). Parents have an important role in protecting their children from acts of violence including sexual violence (Mlekwa, et al., 2016). An important key to CSA's prevention education is education to parents. Parents have a role in teaching children to protect themselves, provide important information about themselves, and are the best place for children to protect (Allen, 2017). Good communication between parents and child will help the child to be able to avoid CSA that might be able to overcome it. Nickerson's research (2017) states that family communication and support from parents who have knowledge about CSA are more effective in preventing children from becoming CSA victims. Knowledge, attitudes, and application of CSA prevention education are the responsibility of parents and teachers to help children avoid CSA .

RESEARCH METHODS

Research design

This study uses a cross-study approach. There are two methods used, quantitative and qualitative. The methods are conducted respectively and accordingly.

The study is designed to find out (1) the understanding of kindergarten teachers and parents in Kendari regarding awareness about CSA as measured by looking at the knowledge of kindergarten teachers and parents about CSA; (2) the attitude of kindergarten teachers and parents in Kendari towards CSA prevention education; (3) the application by looking at the communication of kindergarten teachers and parents in Kendari with children about CSA prevention, and (4) CSA cases that have been known by parents/teachers and their information sources in knowing the CSA cases.

Data collection

The research instrument used was the CSA questionnaire. Demographic data collected in this study were in the form of age, education level, and respondent's occupation. Questionnaires were distributed offline and online. They consisted of 3 topics in which each would measure knowledge, attitudes, and practice (application) of CSA's prevention education. There are 10 statements that measure the respondent's CSA knowledge. The level

of knowledge of respondents will then be categorized into low, medium and high categories.

Then there are 10 statements that will measure the attitudes of kindergarten teachers towards CSA prevention education. Item response options are "Yes" and "No". For the response "Yes" means agree to the statement given a value of 1 and the response "No" means disagree with the statement given a value of 0. The value of the response will move from 0 to 10. The higher the value obtained will illustrate positive support for CSA prevention education.

The application (practice) of CSA prevention for kindergarten teachers to their students was measured by seven statements. Focus statements regarding the content of CSA's prevention education, for example: the concept of body parts that should not be touched or seen by others, what actions children take when others touch their personal parts, how to behave to strangers, and so on. Item responses from the seven statements were answered with "Yes" or "No". The answer "Yes" was given a value of 1 and the answer "No" was given a value of 0. The score on this item will move from 0 to 7. The higher the value obtained shows the actions that have been taken in providing CSA prevention education.

CSA cases that were known by respondents and their sources of information about CSA were measured by an open-ended questionnaire, (1) Have you ever known or heard or seen about the case of a child who was a victim of sexual violence? (2) If so, tell as you know / hear / see. (3) Mention the source of your information.

RESEARCH RESULT & DISCUSSION

Research data is collected offline and online. A total of 627 respondents were involved in this study. All respondents gave answers to the three CSA sub-questionnaires, however, not all of the respondents gave answers to questions about the CSA case. Of the 627 respondents, but only 152 respondents responded to the CSA case they had known. The age of respondents in this study from the age of 21 to 49 years old. Respondents aged 21-26 years old there were 19 people (3.1%), respondents aged 27-32 years old as many as 378 people (60.2%). Age 33-38 years old as many as 205 people (32.8%), aged 39-44 years old there were 20 people (3.3%) and there were only 5 people (0.8%) respondents aged 45-50 years old. Most of the respondents in this study were female. A total of 573 people (91.4%) of the respondents were women, both as kindergarten teachers or as parents of students.

Meanwhile, only 54 people (8.6%) of respondents were man who responded in this study.

The level of education of respondents in this study varied. Starting from junior high school level, high school, diploma, S1 and even S2. From all respondents, it is known that there are only 2 people (0.3%) who have a final education level at the junior high level. And there are 64 people (10.2%) of respondents whose education level is finally at the high school level. Only 4 people (0.6%) have a final

education at the diploma level. A total of 525 people (83.7%) of respondents were S1 graduates and there were 32 other people (5.1%) were S2 graduates. The data collected comes from teachers and also parents. There were 162 teachers (25.8%) and 465 parents (74.2%) who were respondents in this study. The following table presents a summary of overall demographic data in this study.

Table 1. Respondent Demographic Data

No.	Demographic Data	Details	Total (People)	Percentages		
1	Age	21 - 26 years old	19 378 205 20 5	3,1 % 60,2% 32,8% 3,3% 0,8%		
		27 - 32 years old				
		33 - 38 years old				
		39 - 44 years old				
		45 - 50 years old				
		Total			627	100%
		2			Gender	Male
female	573		91,4%			
Total	627		100%			
3	Education	S2	32	5,1%		
		S1	525	83,7%		
		Diploma	4	0,6%		
		SMA	64	10,2%		
		SMP	2	0,3%		
Total	627	100%				
4	Profession	Teacher	162	25,8%		
		Parents	465	74,2%		
		Total	627	100%		

Table 3 Norms of CSA subtopic categorization

Category	Norm
Low	$X < (\mu - 1,0 \sigma)$
Medium	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$
High	$(\mu + 1,0 \sigma) \leq X$

Note: μ = Mean (average); σ = SD (standard deviation)

Based on the formula above, the categorization in this CSA questionnaire sub-topic is the subtopic knowledge about CSA is the total items in the questionnaire sub-topic, amounting to 10 items with a range of scores for each item 0, 1, and 2. Below is a table of criteria categorization of sub-topics knowledge on the CSA questionnaire.

Table 4 Criteria for Knowledge Categorization of Respondents CSA

Category	Guidelines	Frequency	%
High	$[17,41 + 1,0(2,211)] \leq X$	244	38,9
Medium	$[17,41 - 1,0(2,211)] \leq X < [17,41 + 1,0(2,211)]$	373	59,6
Low	$X < [17,41 - 1,0(2,211)]$	10	1,7

Next, the data collected in the sub-questionnaire regarding CSA knowledge is included in the categorization. The categorizations used are high, medium and low categories. Mean (μ) in the CSA knowledge sub-questionnaire is 16.81. Here is a table that illustrates the comparison of calculation results between empirical scores with hypothetical scores on sub-topic knowledge on the CSA questionnaire.

Table 2 Description of Respondent Data

Sub questionnaire CSA Knowledge	hypothetical score				Empirical Score	
	Min	Max	Mean	SD	Min	Max
	0	20	17,41	2,211	3	20

Scores in this CSA questionnaire are categorized into just three categories namely high, medium and low. Categorization norms for sub-topics in the CSA questionnaire can be seen in the table below:

The results showed that most of the respondents in this study were in the moderate category, as many as 373 people (59.6%). This means that the level of knowledge of respondents regarding Child Sexual Abuse (CSA) is at a moderate level, there is still some knowledge about CSA that is not yet known by respondents. There are 244 people (38.9%) of respondents who have high knowledge about CSA, it means that they already know a lot of things or information related to child sexual abuse. Other results also show that only 10 people (1.7%) are in the low category or have a low level of CSA knowledge meaning they do not know much or information about CSA. The results of the cross tabulation also showed that respondents with different levels of education, gender, and occupation mostly did not know about items number 3, 4, and 1. Items number 3, 4, and 1 in the CSA sub-questionnaire were the most difficult items for

respondents because most of the respondents gave incorrect answers about CSA they knew. Item number 3 reads that "every child has the opportunity to become a victim of sexual violence". Most of the respondents think that this is not true or even do not know, even though every child has the opportunity to become victims of CSA, both boys and girls. Next is item number 4 which states that "child sexual offenders in general are people who are near the child itself". Most respondents also assumed that this was wrong or did not know about it, while item number 1 stated that "cases of sexual violence against children are increasingly common in Indonesia, and is no exception in Kendari. In this item most respondents also answered incorrectly or did not know. They consider that the statement cases of child sexual abuse are becoming more and more frequent in Indonesia, and the exception of Kendari is wrong or they do not know about the condition.

Most respondents if viewed from different sexes, education levels, and occupations indicated that the majority of them answered correctly on items number 18, 19, and 20. This means that most of them knew the information in the items. The number, even though they have different sexes, education levels and occupations, the information they know is almost the same.

The next result shows the attitude of respondents towards CSA prevention education. This sub-questionnaire has a mean of 7.14. The results of this sub-questionnaire are categorized into two categories namely high and low. A total of 506 people (80.7%) who were in the high category meant that 80.7% of respondents had a positive attitude towards CSA prevention education. Whereas 19.3% of respondents had negative attitudes toward CSA prevention education. Because 121 people (19.3%) are in the low category.

Tabl3 5 Criteria for Categorization of Respondents' Attitudes towards CSA

Category	Frequency	%
High (positive)	506	80,7
Low (negative)	121	19,3

Most respondents viewed from different levels of education, gender, age, and occupation gave negative responses or disagreed on item 3, 4, and 5. Item 3 reads "I am worried that education about the prevention of CSA can cause my child too know a lot about sex ". Item 4 reads "CSA prevention education for children in kindergarten is not necessary to be held because children will find out for themselves as they grow". While item 5 is "I believe that CSA cases are very rare so that children do not yet need to learn how to prevent CSA". Most of

the respondents who gave positive responses to item 7, 8, 9, and 10. This means that most respondents agreed with the contents of items 7, 8, 9, and 10. One of the sound of the item is item 7, parents/teacher holds a big role in providing CSA prevention education in the surrounding environment. Based on the level of education, gender, age, and occupation of different items, the most agreed upon items are items 7 and 8. With these differences they give a positive response to items 7 and 8.

The results of the CSA sub-questionnaire on the topic of applying CSA prevention show that most of the respondents have implemented CSA prevention. Evidently as many as 342 people (54.5%) have implemented the CSA prevention, but there are still 285 people (45.5%) who have not implemented the CSA prevention. The data obtained shows that the majority of respondents have indeed done CSA prevention but there are still quite a lot of them who have not implemented CSA prevention. In this sub-questionnaire the results of the data are divided into two categories namely high (implemented) and low (not yet implemented). The sub-questionnaire mean for the application of the CSA Prevention is 6.43. The frequency and percentage of each category criteria in this sub-questionnaire can be seen in table 6 below.

Table 6 Categorization Criteria for Implementing CSA Education Prevention

Category	Frequency	%
High (Done)	342	54,5
Low (not yet done)	285	45,6

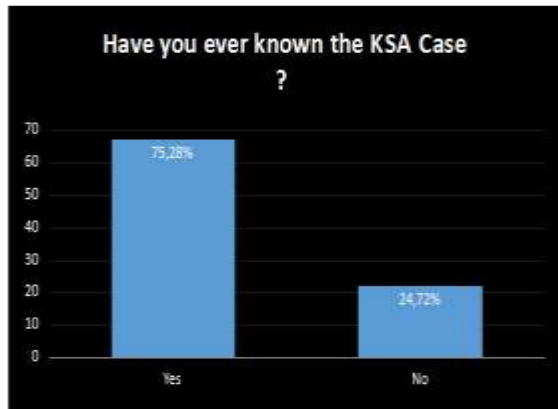
Most respondents with different sex, age, education level, and occupational backgrounds have not implemented items number 6 and number 7. That is, even though the demographics are different but the application of the items that have not been implemented is the same. Item number 6 is telling students if someone asks to be given directions, they should not go to take him. Apparently, there are still many respondents who answered that this does not mean that the item has not been applied by teachers or parents. Item 7 is concerned with providing learning materials about CSA prevention education for students. Similar to item 6, this item has not yet been applied by most respondents, meaning that there are still many teachers or parents who do not yet have learning material about CSA prevention education for children, so they rarely apply specific learning about CSA prevention education.

The items that have been applied and are often done by teachers and parents as a manifestation of CSA's prevention education are item 1, item 2, and item 5. Item

2 tells the child that if someone wants to touch their most personal parts, they must say "no" and leave immediately. Item 1 discusses the child about the most private parts of the child (which parts are covered by swimsuits) and tells that they should not be touched by others. Item 5 also tells children not to accept gifts from strangers, except with parental consent.

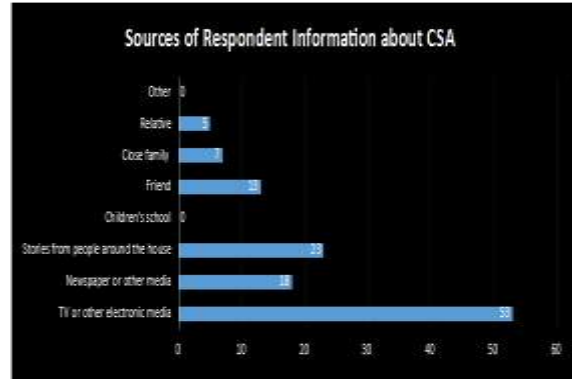
Another thing to express in this research is information about Kendari people's knowledge about CSA cases that have occurred. The researcher asks whether the respondent has known or heard or seen the CSA case? And the results show that 75.28% of respondents answered Yes it means that by 75.28% of the respondents had known or heard or seen the CSA case. And another 24.72% answered No, meaning that they had never heard or seen the CSA case in the society.

Figure 1. Percentage of Respondents Who Know CSA



The next question the researchers asked of respondents was where did they find out about the CSA case that occurred in the society. The results show that there were several sources of respondents' information about the CSA case, like: TV/other electronic media, newspapers/other media, stories from people around the house, children's schools, friends, close family, relatives, and other sources. Most respondents (44.54%) knew of the CSA case from TV/other electronic media. 19.33% of respondents know the case of CSA from the stories of people around their homes. Then, 15.13% found out from other newspapers, and 10.92% knew about CSA cases from friends. And only 5.88% and 4.20% know from close family and relatives. Whereas information regarding CSA cases from children's schools was never heard or known by respondents, meaning all respondents never heard of CSA cases from their children's schools.

Figure 2. Frequency of Respondents to Information Sources about CSA cases



Qualitative data states that the majority of cases that respondents have known from TV are cases of sexual harassment committed by a stepfather to his stepchildren. In addition, the cases they usually hear around them are teachers (religion tutor and teacher at school) who sexually harass their own students. In addition neighbors and also sellers of regular fish, motorcycle taxi drivers, public transport drivers often sexually abuse children. From the results of the data it is known that the perpetrators of sexual crimes in children known by the respondents are the people closest to the child, such as: stepfather, neighbors, uncles, parents' friends, grandparents, teachers, motorcycle taxi drivers, regular public transport drivers, fish sellers subscriptions to children's parents, even cleaning services at children's schools.

DISCUSSION

Talking about sex education for children in eastern cultures like Indonesia is still taboo even more so in cities that are not among the major cities in the country. People in Kendari are most of whom still think that talking about sex education to children especially to young children is considered taboo. It is not necessary and it is not yet time for them to learn about it. Kindergarten parents and teachers assume that children will find out naturally by themselves without having to be taught or discussed with their parents. This is shown in the responses of respondents in this study, most respondents agreed with the items that stated that "Prevention of Childhood Violence Education in Children in Kindergarten is not necessary to be carried out because children will know it themselves as they grow". In addition, they are also worried that education about preventing CSA (Child Sexual Abuse) can cause children to know too much about sex. Most respondents also believe that CSA is still rare, especially in Kendari so that children do not yet need to learn how to prevent CSA.

Kindergarten teachers and parents attitudes are caused by their ignorance that CSA cases are increasingly common in Indonesia, including in Kendari, besides that they also do not yet know that every child has the opportunity to become a victim of CSA, both girls and boys, from the social status above, or the social status below (Cecen-Erogul & Harisci, 2013) and also that CSA perpetrators are people who are near children, both those who have the intention or who have the opportunity (Kinnear in Islawati & Paramastri, 2015). This is not yet known by most parents and kindergarten teachers in Kendari. This can be seen from their answers as respondents in this study, most of the respondents answered wrongly on the item questions that revealed that cases of sexual violence against children were increasingly common in Indonesia, and was no exception also happening in Kendari. Another question item is that every child has the opportunity to become a victim of sexual abuse and the perpetrators of child sexual abuse are generally people who are near the child himself. Most of the respondents answered wrongly or did not know about the items.

The ignorance of the parents and kindergarten teachers regarding CSA happened, who could be victims and who were the perpetrators of the CSA considered reasonable because of the lack of information and also education from related parties regarding CSA. Case data recorded between one agency and other related agencies is not the same and cannot describe the real condition. The available data so far is considered to be minimal, because there is still a lack of reporting by victims and other parties who are aware of the occurrence of the case, in addition to the lack of orderly recording of data by several related agencies regarding cases of sexual violence against children that occur in Kendari. This condition supports the assumption that CSA is an iceberg phenomenon. Therefore, parents and kindergarten teachers consider this important but not something that must be immediately addressed because of their assumption that their children are still in good condition.

Findings in this study also revealed that almost all of the parents and kindergarten teachers had heard of the CSA case, most of them found out from TV/other electronic media that incidentally the CSA case occurred outside Kendari or not in their neighborhood. This also supports their assessment that their child will be in good condition, far from CSA because what they have seen so far is outside their environment or their families. Nevertheless, parents and kindergarten teachers have implemented CSA prevention education to children. For example, talking to children about the most private parts of their body (parts covered by swimsuit) and telling

them that they should not be touched by others, telling the child that if someone wants to touch their most personal parts, they must say "no" and leave immediately, and telling the child not to accept gifts from strangers, except with parental consent. What has not been implemented by most parents/kindergarten teachers is that they have not told or taught children that if someone asks to be given directions, they cannot go to take them. In addition, the lack of media learning by kindergarten teachers and parents regarding CSA prevention education in children is still considered lacking.

GRATITUDE

Praise and gratitude to the presence of Allah SWT, for all the abundance of His grace and guidance, we have carried out the lecturer research activities titled "INITIAL SEARCH: AWARENESS OF CHILDREN AND PARENT TEACHERS TO SEXUAL VIOLENCE IN CHILDREN (KSA) IN KENDARI CITY". And on this occasion, we also express our deepest gratitude to: 1. Kemristekdikti (Ministry of Research, Technology and Higher Education) of the Republic of Indonesia for research grants given to novice lecturers, so that this research activity can be carried out., 2. LPPM universitas Muhammadiyah Kedari which has provided guidance and assistance for this research activity., 3. And everyone who has helped to carry out this research.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The level of knowledge of kindergarten teachers and parents in Kendari on Child Sexual Abuse (CSA) is quite moderate, as much as 59.6% they have enough information about CSA, even though their knowledge is classified as moderate (sufficient), they have a positive attitude (80.7%) in CSA prevention education in their children. Most (54.5%) of them have applied CSA prevention education to their children. Most (75.28%) of kindergarten teachers and parents in Kendari claimed to have heard of CSA cases. They found out through TV/other electronic media (44.54%) and stories from people around their homes (19.33%) as well as from various sources such as: newspapers, close family, relatives, children's schools, and others. The cases they often hear are the cases of stepfathers or teachers who abuse their children. Most CSA perpetrators are the closest people to children such as: father, teacher, neighbor, parent's best friend, uncle, grandfather, and parent's grocery subscription.

RECOMMENDATIONS

Seeing from the results of the research above, what can be suggested by researchers to kindergarten teachers or parents is to provide learning media about CSA prevention education to children and that is suitable for children. There are several learning media that can be offered, through the game of snakes and ladders, dolls, video animations, stories, or others.

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