

Original Article

Implementation of Educational Media With Role Play Towards Improving Mother Skills As An Effort To Prevent Sexual Violence In Pre-School-Age Children

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ABSTRACT

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Background: Sexual violence against children is a form of sexual deviation that is very life-threatening, especially because it has a destructive and psychological impact. Meanwhile, in Probolinggo Regency, there are 35 cases of sexual violence against children. The study aims to enhance the effectiveness of educational media in enhancing mothers' abilities to prevent sexual violence in preschool children. The study employs a role-playing game as its educational medium.


Methods: The main goal of this study is to evaluate the efficacy of teaching mothers skills in preventing sexual assault with preschoolers through role-playing. This study has a quasi-experimental design. Seventy-six respondents were included in the purposive sampling, of whom 38 were assigned to the intervention group and 38 to the control group. Data were gathered using a questionnaire about the characteristics of the respondents and an observation sheet on "Child Sexual Abuse Prevention Practices." The Wilcoxon test was employed for data analysis


Results: The results showed the effectiveness of education with the role-play method on maternal skills to prevent sexual violence against children with a P-value of 0.005.

Conclusion: Educational media with the role-play method can be applied to improve maternal skills and prevent sexual violence in preschool-age children. Families, nursing professions, educational institutions, and subsequent research are expected to participate in efforts to prevent sexual violence in children

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Introduction

Sexual violence is a type of sexual deviation that may manifest in children. Sexual violence against children is a serious issue that can have severe consequences, particularly for girls and women. Due to their lack of power, children may be unable to refuse such acts, making them vulnerable to harm. Violence is typically perpetrated by individuals with more power than the victim, including adults or children ([Aiffah & Religia, 2020](#); [Dania, 2020](#)). The prevalence of sexual violence in various countries is 8% for boys and 20% for girls. Sexual violence is more common in developing and poor countries. Based on survey results, the number of sexual violence against children in several developing countries and low-income countries is as high as 37% of children aged 0-17 years in Cambodia. The prevalence of sexual violence in Zimbabwe is 21.2%, while in Haiti, it is 21.2%. The age range of children who experience sexual violence varies, ranging from 9 to 16 years ([Solehati, Pramukti, Hermayanti, dan Kosasih, 2021](#) and [Kompas, 2021](#)). The number of child victims of sexual violence in Indonesia has increased from 6,980 in 2020 to 8,730 in 2021 ([Kompas, 2021](#)). Children's experiences with sexual violence can have both psychological and physical consequences. For instance, the effects of sexual violence on children include depression, post-traumatic stress disorder, and anxiety, and children tend to become additional victims and suffer physical injuries as adults ([Al haq et al., 2015](#)). One of the efforts to prevent sexual violence in children is the need for the active role of parents in maintaining the social environment of children, besides that the active role of the school is also important, especially in making educational curricula make efforts to prevent sexual violence in

children ([Rara Anggraini & Ice Yulia Wardhani, 2016](#) and [Olafson, 2018](#)).

Another effort is to hold psychoeducational training such as "Fairy Fingers" which is a teacher efficacy program in providing education on preventing sexual violence to students using the storytelling method ([Islawati I, 2017](#) and [Justicia R., 2019](#)). The results of a preliminary study at the Office of the Ministry of Religion and the Probolinggo District Education Office found that sexual education had not been included in the curriculum for kindergarten-aged children. Data from the PPA Unit of the Probolinggo Police also revealed that cases of reported sexual violence from 2018-2020 had increased where initially there were 25 cases, and in 2020, there were 32 cases. The results of interviews with students' parents showed that most were still not exposed to information about sexual violence. In light of the previous description, it is essential to perform experimental research on the effect of providing education using the role-play method to assess mothers' ability with preschool-aged children. Educational media interventions incorporating the role-play method are crucial for enhancing mothers' skills. This is because role play enables mothers to develop effective communication skills with their children, educate them on the concept of body boundaries, and enhance their comprehension of children's rights and privacy.

Method

Quantitative methods include a quasi-experimental research design with a control group. The research design tried to show a causal relationship in the intervention group. The intervention group was given treatment which would later be

measured by pretest and post-test giving the Intervention. In contrast, the control group was only given the pretest and post-test without Intervention (Notoatmodjo S, 2012). The quasi-experimental method aims to see the effect of providing education using the roleplay method on the skills of mothers who have preschool-age children as an effort to prevent sexual violence.

The research respondents were mothers with preschool children living in Probolinggo Regency. The sample for the study was taken by purposive sampling: women who are willing to participate in a survey, who have young children in preschool, and a literate mother. Method, where the researcher took the sample according to predetermined criteria so that the sample could represent the existing

population criteria (Dharma, 2011). The sample size in this study was 76 consisting of 38 respondents in the intervention group and 38 in the control group. The research instruments used were respondent characteristic questionnaires, knowledge questionnaires, and parents' practice of CSA prevention education skill observation sheets (Qi, 2005). The analysis technique used in this study is the univariate analysis and bivariate analysis, for bivariate analysis using the Wilcoxon test. This research still applies health protocols and ethical principles when collecting data; with the reference number KEPK/188/STIKes-PZH/VII/2020, this research has passed the ethical due diligence test for health research. The test was conducted on July 12, 2020.

Results

Table 1 shows that most respondents are 26-34 (52.6%). Most respondents have a history of junior high school (71.05%). Most respondents work less (97.37%). All respondents have never received counseling about sexual violence. Most respondents (100%) do most of the child care.

Table 1. Frequency Distribution Characteristic Respondent (n=76)

Variable	Frequency (n)	Percentage (%)
Age		
17 – 25 years	24	31.6
26 – 34 years	40	52.6
35 – 43 years	12	15.8
Education		
Junior High School	54	71.05
Senior high School	20	26.32
College Student	2	2.63
Job Status		
Work	2	2.63
Does not work	74	97.37
Counseling on the prevention of child sexual violence		
Once	0	0
Never	76	100
Childcare		
Others	0	0

Table 2. Respondents' Skills Before and After Intervention in the Intervention Group (n=76)

Variabel	Mean	SD	Min - Max	P value
Before Skill	0.71	1.063	0-3	0.005
After Skill	2.10	0.025	6-6	

Based on Table 2, it can be explained the average skills of the respondents before and after being given educational media interventions with role plays. The average skill of the respondents before the educational media intervention with the role-play of 38 respondents was 0.71, while the average skills of the respondents after being given the educational media intervention with the role-play were 2.10. Statistical analysis using the Wilcoxon test indicates that the correlation between the average skills before and after the Intervention is significant, so it can be concluded that the average skills before and after being given educational media with role play are different (not the same). Thus it can be stated that providing educational media interventions with role play affects the skills of the respondents.

Table 3. Skills of Respondents Before and After Intervention in Control Group (n=76)

Variabel	Mean	SD	Min - Max	P value
Before Skill	1.78	1.06	0-3	0.42
After Skill	1.74	1.02	6-6	

According to Table 3, it can be inferred that the mean proficiency level of participants in the control group before implementing the educational media intervention with role play was 1.78. Conversely, the average proficiency level of the control group following the provision of the educational media intervention with role play was 1.74. The statistical analysis yielded a p-value of 0.42, indicating a lack of correlation between the average skills pre-and post-intervention. Specifically, the educational media intervention featuring role-play did not produce a significant difference in the average skills of the control group.

Table 4. The relationship between age, education, occupation, experience receiving counseling, parenting, and maternal skills

	1	2	3	4	5	6
1 Age	1					
2 Education	0.15	1				
3 Work	0.52	0.21	1			
4 Counseling	0.22	0.65	0.24	1		
5 Parenting	0.31	0.42	0.11	0.21	1	
6 Skills	0.17	0.02	0.62	0.00	0.1	1

Table 4 shows the analysis of the relationship between education and counseling on the skills of the respondents. The relationship was obtained using the Kruskal-Wallis correlation test, and the results showed a significant relationship, namely, 0.02 and 0.00. The results showed that the average value of the mother's skills before giving the Intervention was in a low category. This is caused by several factors, including the low average score of the respondents, namely, all respondents have never received education about preventing sexual violence. This is supported by other research, which shows that sexual violence education given to adults can increase knowledge which can ultimately change attitudes and behavior ([Dharma, 2011](#)). Mothers' skills after being given education about sexual violence had an average value that increased to 6. This was influenced by one factor. Namely, the average respondent was 30 years old. The older a mother is, the more mature her thoughts are. Other research shows that education on the prevention of sexual violence is mostly carried out by groups of mothers who are more mature. This is supported by the many experiences of mothers in caring for children and providing protection against sexual violence ([Alzoubi, Ali, and Flah, 2018](#)).

Discussion

A severe issue that harms children's development and well-being is sexual violence in preschoolers. Because moms are crucial in preventing sexual violence and safeguarding their children, researchers picked mothers as respondents. According to studies, the knowledge acquired can affect a mother's abilities. The study's respondents had no prior exposure to information about the sexual abuse of minors. Through role-playing, moms are encouraged to assume the roles of children, parents, and sexual harassment perpetrators to educate others on preventing sexual violence against children. Based on the role that has been played, it is evident that the mother's abilities in prohibiting how to reject sexual violence perpetrators, how to defend oneself from perpetrators, and how to seek help when encountering sexual violence perpetrators are strong. Skill is a person's ability to use reason, mind, ideas, and creativity to do work, change, or produce something that becomes more meaningful so that value appears from work. Skills are often referred to as technical abilities in doing something. Actions are largely determined by a person's skill level to be effective and efficient ([Sudarto, 2016](#)). Parental education is one of the most

important prevention activities. It aims to educate parents to be aware of the importance of the problem of sexual abuse in children as a way to gain children's confidence, encourage parents to report cases of abuse, encourage positive interactions between parents and children, increase parental knowledge about child development, increase parent-child relationship and parenting style that must be applied to children ([Klika et al., 2020](#)). Other studies show that educational guidelines on child sexual abuse significantly affect mothers' awareness about sexual harassment of school-age children compared to mothers who do not receive these guidelines ([Aboelmagd et al., 2019](#)). Other research has shown that teaching parents about their child's sexual health can affect parents' knowledge, performance, and self-efficacy ([Barimani Aboksari et al., 2020](#)).

Researchers have found that a mother's education degree can also affect her abilities. Higher-educated mothers typically possess superior knowledge and comprehension of parenting, child development, and other parenting skills. The results of other studies indicate that the level of education can affect mothers' knowledge and skills in preventing sexual violence against children. The lower the mother's knowledge level will affect the

mother's skills in preventing sexual violence. Similar research shows that most respondents (mothers) get an education up to high school, which supports better knowledge about sexual violence in children (Alzoubi, Ali dan Flah, 2018). Another factor is the way of parenting. 100% of respondents care for children independently without involving others, such as household assistants or parents. Mothers who care for their children have more time to communicate with children, and mothers can often hear stories or complaints, feelings, and things that happen to children. Mothers can also play an active role in educating about sexual violence; this can destroy barriers that prevent children from talking about incidents of sexual violence they have experienced (Alzoubi, Ali, and Flah, 2018). Facilitating open communication between parents and their children regarding matters of sexuality is crucial. Therefore, it is essential to equip parents with precise and current sex education information to educate their children within the home setting effectively.

Conclusion

The study's findings suggest that educational interventions utilizing the role-play method for preventing sexual violence in preschool-aged children lead to an improvement in mothers' skills. The respondents' skills were evaluated and found to have an average value of 0.71, with a minimum value of 0 and a maximum value of 3. However, upon further analysis, it was observed that the average value increased to 2.10, with a maximum value of 6. A p-value of 0.005 was obtained using the Wilcoxon test in statistical analysis. The study's outcomes can serve as a point of reference for developing guidelines aimed at preventing sexual violence in children,

according to scholars. Subsequent investigations may incorporate a wider range of media and expand the pool of participants. The findings of this study are envisaged to serve as a foundation for the creation of larger preventative initiatives and the adoption of comparable media in the context of preschool education.

Authors Contributions

“Nurul Laili: contribution to make background and discussion, Erna Handayani Contribution to search for literature, Ro'isah Contribution to make research methods, Ainul Yaqin Salam to make data tabulation and analysis”.

Conflicts of Interest

The authors do not possess any conflicts of interest that require disclosure. All co-authors have reviewed and approved the manuscript, and no financial conflicts of interest exist. The present submission is certified as an original work and is not currently under review by any other publication.

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