

Interactive book: An Alternative Tool for Educating Sexual Abuse Prevention in Early Childhood

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ABSTRACT

In early childhood (0-6 years), lack of understanding of sexual organs, ease of manipulation along with the lower age of the child are strong risk factors for Child Sexual Abuse (CSA) in early childhood. Meanwhile, the eastern culture adopted in Indonesia tends to still regard the giving of its information as something taboo. Till now, there is no media for educating children about CSA prevention that can help parents in the process. So, this study aims to develop an interactive book as an educational tool for CSA prevention in early childhood so that adults, especially parents, feel more comfortable in providing understanding to children about CSA prevention. The method used is mixed methods on seven experts of psychology and early childhood education. Qualitative Descriptive Analysis was used to see the important improvement points in the development of interactive books. Meanwhile, quantitative analysis is used to see the feasibility of interactive books based on the expert's assessment which will be processed with Aiken's v. The qualitative results show that the selection of themes, colors, words, illustrations, and sizes are important factors in the feasibility of books and improvement points in interactive books. Quantitatively, interactive books are considered worthy of being a tool for the prevention of CSA in early childhood with an Aiken's v coefficient ranging from 0.75-0.93 for each sub-theme, which means worthy as a CSA prevention tool. The existence of an interactive self-protection book is expected to be a choice of educational media as well as an assessment for parents, teachers, or health workers in identifying cases of child sexual violence in their environment more comfortably without appearing rigid cause of taboo in eastern culture.

INTRODUCTION

During 8 years, from 2011-2019, there were 46,698 complaints of CSA that occurred not only in private life but also in public places (1). One of the public domains that have been assumed to be safe by parents is also a place for cases of sexual abuse. This was also revealed through the KPAI report in 2019 (1), which received 127 complaints of ASD in schools. A total of 64.7% at the elementary level, 23.53% at the junior high level, and equivalent, 11.77% at the high school or equivalent level. The higher cases of elementary students are because children are easy to lure, threats from teachers, and fear getting bad grades.

Sexual abuse happened until July 2020 in as many as 2807 domestic situations, with 129 victims aged less than 5 years (2). Furthermore, in Central Java, cases of sexual abuse have

increased over the last six years. Based on data on legal resources for gender justice and human rights for the city of Semarang, 2591 women were recorded as victims of sexual violence, and until mid-2020, 70 complaints had been received for sexual violence (1). There were 4 cases of online sexual abuse. The Covid-19 pandemic has shown a 40% increase in the occurrence of child sexual violence. Recorded sexual violence includes trafficking, incest, rape, obscenity, sexual exploitation, and others.

Sexual abuse is not only a women's problem but also for men. Cases of sexual violence perpetrated by Reynhard Sinaga on more than 100 teenage boys in Manchester (3). While data from KPPPA (Ministry of Empowerment and Protection of Women and Children) illustrates that the prevalence of 1 in 17 boys and 1 in 11 girls is a victim of sexual violence (3). The same thing was also obtained from the safe public space coalition polling where 3 out of 5 women (64%) and 1 out of 10 men (11%) had experienced sexual abuse in public areas. The poll took place from mid-November to December 10 with 62,224 respondents (4).

Sexual abuse is defined as an act with the aim of obtaining sexual satisfaction by peers or people over 18 years of age, against minors who are legally unable to give consent (5). Based on the Law of the Government of the Republic of Indonesia No. 23 of 2002, the term minor refers to individuals who are less than 18 years old, including children who are still in the womb (6). In accordance with this definition that has been explained by experts regarding sexual abuse, it can be concluded that child sexual abuse occurs without the child's understanding and consent. This suggests that age is a risk factor for child sexual abuse.

Komnas Perempuan found that an increasing number of reported sexual abuse dominated about 25% domestic cases (8). Perpetrators and victims have various age characteristics, ranging from 0-over 40 years. Early childhood victims or perpetrators are quite high, namely as many as 24 children as victims, and as many as 10 children as perpetrators in 2020. In 2020, the number of sexual violence against girls jumped to 2341, whereas in 2019 was 1417. concluded that there was an increase in the number of cases by 65%. This increase is very worrying because it illustrates that the lives of girls in Indonesia are still very uncomfortable for their physical and psychological development.

Furthermore, Komnas Perempuan describes fifteen forms of sexual abuse based on cases received from 1998 to 2013. The fifteen forms are forced sexual intercourse, giving sexual threats, attempted rape, sexual harassment, sexual exploitation, trafficking in women for sexual purposes, prostitution forced, sexual slavery, forced marriage, forced pregnancy, forced abortion, forced contraception and sterilization, sexual torture, punishment of sexual nuances, traditional practices of sexual nuance and sexual discrimination, and sexual control. Child sexual abuse (CSA) can occur in two forms, contact and non-contact (9) (10). CSA contact, according to Knudsen, is for example touching a private area (mouth, chest, genitals, buttocks) with or without clothing (11). Non-contact sexual violence can include inviting children to talk about or watch pornographic stuff, encouraging or watching children masturbate, or making children the object of pornography (9).

Sexual abuse gives serious impacts, including physical, emotional, and behavioral aspects. Physically, child sexual abuse can cause physical impacts in the form of early pregnancy or sexually transmitted diseases (9). The emotional impact can take the form of difficulty in developing intimate relationships and low self-esteem (11). Individuals who experience child sexual abuse, have behavioral problems that arise such as suicidal ideation or using prohibited additives. The occurrence of KSA encourages individuals to commit criminal acts in adulthood (12). The serious and diverse impacts of KSA are a strong reason for KSA to be dealt with immediately.

The number of figures in the mass media is an illustration of the high incidence of violence that is recognized by the environment. Victims of sexual abuse often go unnoticed, only about 1 in 800 children are aware of it (13). Low understanding of children and young age are risk factors for sexual violence (14). Many parents, especially mothers, still believe that early childhood (0-6 years) is not at risk of sexual violence. This is evidenced by previous research which found that mothers have the assumption that early childhood who are always under the supervision of mothers are not vulnerable to acts of sexual abuse (15). Based on (16) The study found a relationship between parental role and premarital sex behavior in adolescents at SMK N 1 Bantul ($p\text{-value} = 0.000$) 0.05.

Sexuality education, including preventing sexual abuse, is still a topic that is considered taboo by eastern society (17). Parents still feel uncomfortable making their children's understanding of preventing sexual abuse. Meanwhile, children's CSA knowledge is one of the risk factors (14). The gap between the needs and discomfort of parents in delivering sexual abuse prevention has led to efforts to develop an educational tool that can support its prevention, as is the case with the creation of interactive books.

An interactive book is a book that is compiled with content that supports interaction between the reader and the person being read the book, in this case, parents and children. The interactive book "Aku Bisa Melindungi Diriku" was compiled with four important themes in providing education to prevent early childhood acts of sexual abuse, namely their body parts, how to dress well, activities that are allowed and prohibited, and how to report sexual abuse (10), including children's understanding of their own body parts and their rights either by themselves or by others, understanding of good and bad touch on their limbs, the belief that various touches on their limbs is not something that should be kept secret, teaches children to be able to say no to sexual violence and encourages them to disclose it to others if they know it is happening. The interactive book "Aku Bisa Melindungi Diriku" is composed by combining pictures, writing for children, special notes for parents, and activity sheets to help and evaluate children's understanding.

Through interactive books, children have the opportunity to talk and ask questions, not just listen to the contents of the book (18). Interactive books tend to attract children's motivation to learn more. Thus, a learning atmosphere that was uncomfortable before because the topics were still taboo, can be disbursed through open discussions created through interactive books as the tool. A study shows that interactive books are more effective in building awareness and engagement of readers and listeners than traditional books (19).

Warm communication between children and parents is suggested to be able to prevent acts of child sexual abuse (20). Through warm and effective communication between children and parents, it can be a means of transferring life values, exemplary so as to create a sense of mutual openness, respect for each other, and positive support in the relationship between children and parents. Thus, children and parents are expected to be more open in teaching or inviting children to discuss various topics including knowledge of preventing child sexual abuse. Children can also feel comfortable being open when there are things that make children uncomfortable.

Based on previous research, increasing personal safety skills is effective in minimizing the occurrence of sexual abuse against children (21). Personal safety skills are self-protection skills that have three main components, namely recognizing, surviving, and reporting. Through its skills, children are invited to be able to understand and take appropriate action if they are in a dangerous situation that leads to child sexual violence. Based on the effectiveness, an interactive book will be containing personal safety skills. The interactive features offered include notes for parents, suitable illustrations for children, and activity pages that can be used to help confirm the level of understanding of children as well as discussion material for parents with children.

In previous studies, educational media for preventing child sexual abuse was more directed to two-dimensional media or require special training to be used properly, such as booklets (22), dolls and videos (23)(24), Wayang Kardus (25), intelligent waste dummy (26). It's just that so far, these media are aimed at elementary school-age children. Interactive books created for early childhood. It has notes that can help parents understand and convey it more systematically and effectively and build closeness with children so that acts of child sexual abuse can be detected better. So, this study aims to develop an appropriate interactive book as an educational tool for CSA prevention in early childhood so that adults, especially parents, feel more comfortable in providing understanding to children about CSA prevention.

METHODS

This research was conducted using a mixed methods approach, a combination of qualitative and quantitative approaches with 7 expert subjects (psychology and early childhood education experts). Using a qualitative approach, subjects were asked to provide an assessment of the interactive book "Aku Bisa Melindungi Diriku" with open questions regarding (a) The overall appearance of the book (Book Size, Paper Choices, Book Layout), (b) Book Cover, (c) Writing & Language, (c) Content (Material Content, Material Flow, and Language Suitability for prospective users). For quantitative assessment, it is carried out through an assessment of the suitability of the theme, material, material objectives, and illustrations from experts with 1 to 5 assessment options based on the following criteria:

Score 1: If the contents of the interactive book are considered very inappropriate and very difficult to understand.

Score 2: If the contents of the interactive book are considered inappropriate and difficult to understand.

Score 3: If the contents of the interactive book are considered quite appropriate but still somewhat difficult to understand.

Score 4: If the contents of the interactive book are considered appropriate and easy to understand.

Score 5: If the contents of the interactive book are considered very appropriate and very easy to understand.

In the qualitative assessment stage, an interactive book has A5 size layout with 100gr HVS paper. Qualitative data is processed and used as advice for improvement to quantitative assessment. The results of the quantitative assessment were processed using *Aiken's V* formula with the aim of obtaining an overview of the validity of the book's contents. Content validity, which is an aspect that is assessed through the expert's quantitative assessment, is described as an illustration of the extent to which the contents of an instrument can represent the construct or attribute it carries (27). Conformity of opinion through the value given will be processed using *Aiken's V* formula (28) as follows.

$$v = \frac{\sum s}{[n(c - 1)]}$$

$s = r - lo$ $r = \text{the highest score from rater}$ $lo = \text{the rater's lowest validity score}$ $n = \text{amount of rater}$ $c = \text{the rater's highest validity score}$

RESULTS

Based on qualitative assessment, which consist of experts in psychology and early childhood education, including (a) Overall book appearance (Book Size, Paper Selection, Book Layout), (b) Book Cover, (c) Writing & Language, (d) Contents (Material Content, Material Plot, and Language Suitability for prospective users) as shown in table 1.

Table 1. Summary of Qualitative Assessment Results

Aspects	Comments
Overall book appearance	Size of some pictures and words are too small
	Types of paper can be better if used HVS paper.
Book Cover	Using “Mampu” dan “Mandiri” should be changed more clearly dan concrete
	Cover page must be more attractive by using bold colour and nice pictures.
	Add user characteristics
Writing & Language	Add point in the end sentences.
	Should use more concrete words in parent’s notes
	Sentences should not be too long
Contents	Has appropriate topics plot
	Topics relevant to the whole book dan its purpose
	The expressions of the characters should be made more friendly and fun, except in sad or less fun scenes

Appearance/cover relates to the child's world, even if better colorful. Images are considered neutral even though they do not reflect the contents of the book. The expert also gave suggestions

in the form of using the term "Mampu" which might be more familiar to children than the term "Bisa". An important point that is considered necessary to be added to the cover page is the appropriate age range for the use of interactive books. Quantitatively, in the range of 1-5, the value given by the expert is in the range of 4. Summary of the quantitative assessment using the Aiken's v formula as shown in table 2.

Table 2. Summary of the quantitative assessment

Aspects	v
Cover page	0,93
Name of body parts	0,93
Parents notes for “Name of body parts” topic	0,79
Activity sheet for “Name of body parts” topic	0,83
How to dress well	0,86
Parents notes for “How to dress well” topic	0,86
Activity sheet for “How to dress well” topic	0,79
Permitted and prohibited child activities	0,86
Parents notes for “Permitted and prohibited child activities” topic	0,89
Activity sheet for “Permitted and prohibited child activities” topic	0,93
Let’s Report	0,75
Parents notes for “Let’s Report” topic	0,86
Activity sheet for “Let’s Report” topic	0,83

Theoretically, *Aiken’s v* coefficient moves in the range 0-1. Based on table 2, the coefficient of the book "I Can Protect Myself" on each topic is in the range of 0.75-0.93 or more than 0.5, so content validity is considered satisfactory (29).

DISCUSSION

The book “Aku Bisa Melindungi Diriku” has content validity which is considered satisfactory (29)(30). Content validity reveals the suitability or feasibility of the content with the basic construct, namely the prevention of sexual violence, including the name of body parts, dress procedures, children's activities, let's report including notes on parental directions in explaining each theme and activity page as childhood cognitively.

According to Piaget, early childhood thinking abilities are at the preoperational stage (31) where children need concrete examples resembling images of their environment as symbols that can be organized into optimal experiences and cognitions. Large sizes, with contrasting colors and clear images, can compensate for the development of sensory vision in early childhood so that information can be conveyed properly and completely. The variety of colors is a complex element in a design, if you can choose a variety of matching colors that can help children to get an optimal experience (32). Therefore, the choice of color and whether or not the image is clear is something that is considered important in making media for early childhood.

Qualitative assessments were given by experts on each theme in the interactive book. Topic 1, Name of body parts, the size of the image is recommended to be larger so that children and parents

can understand more clearly. The narration in the picture is considered to be lacking in detail in helping parents understand the material. The choice of language used is quite good, although the sentences should not be too long. It's just that the explanation is recommended to be added with clear examples. For the activity page, the images are also requested to be made in a larger size. Meanwhile, the instructions on the activity page on topic 1 are considered clear to the child. The choice of colors is recommended to be more contrasting to make it more attractive to children. The material in theme 1 is considered to be in accordance with the overall purpose of the book, namely as an effort to prevent sexual violence by recognizing one's own body. Early childhood has a high interest in body parts. However, it is important for children to be able to gain an understanding and scientific naming of organs. In addition, the implementation is also seen in how parents or adults who invite children to play with interactive books are directed to be able to use appropriate terms and simple language so that children easily understand. For example, access is replaced by touching or looking, a verb that children can easily understand. Parents also note the importance of using the term organs according to theory and using terms that prevent parents from being stigmatized by taboos in society (17).

Topic 2, How to dress well. On the topic of dress procedures, there is a choice of words that are considered inappropriate because they can give the impression as if the examples of matching clothes in that topic are appropriate to wear out of the house. Experts are advised to emphasize by using the word "appropriate" or "appropriate" and eliminate the use of the adverb "when leaving the house". The narration in the illustration is considered good. However, the choice of colors in the illustrations used is considered less bright for children's books.

Topic 3, Children's activities. Children's activities are divided into two sub-themes, namely permitted activities, and prohibited activities. Allowed activities are defined through play activities and activities that involve touching personal areas but in accordance with self-protection signs. Prohibited activities are related to activities that are suspected to lead to sexual violence. It's just that, on this topic, it is suddenly considered to bring up the term sexual violence which was not raised in previous topics, so it seems to be out of line. Experts are advised to describe sexual violence in terms that are more in line with the child's thinking ability. The choice of color and image size is still considered inadequate. Experts recommend increasing the size of the image and contrasting the colors to make it look more attractive.

Topic 4, Let's Report. On this topic, the advice given by experts leads to image size and color matching. It is recommended that the size of the image be made larger in order to make it easier for the reader to understand. In addition, in the content in topic 4, recommended not only to underline sexual abuse that occurs only by strangers. Because in reality this can be done by anyone. In addition, for the activity page on topic 4, the maze-solving activity is used. In this activity, it is suggested by experts to improve the illustration so as not to use stacked paths, because it can confuse children as readers. The ends of the road should also be made open, bearing in mind that the child's thought patterns are still at the concrete level. Instructions on the maze should also be made clearer to help parents in giving directions to children when working on the maze. Parents'

notes should be placed on a separate page from the maze to clarify the flow and content of the interactive book. The parent notes given in topic 4 should be written in short sentences to make it easier for parents to understand.

Results of the qualitative assessment provided by the experts include replacing the term “Mampu” in the title with the word “Bisa”. The word "Bisa" is considered more familiar to children. In addition, the experts also suggested including explanations related to child sexual violence in language that can be easily understood by parents and children, so that the purpose of compiling the book can be achieved effectively. Overall, the interactive book “Aku Bisa Melindungi Diriku” is considered adequate to be used as a tool for parents to provide education on preventing sexual abuse to children. The design and content are considered appropriate and easy to understand for children and parents. It's just that, it is necessary to pay attention to the color selection in the book illustrations so that they are more contrasting so that they can be a special attraction for children. Thus, interactive books are not only considered to have appropriate content but are also attractive to potential users so that the learning process can run as expected. A learning process is considered successful if it can provide increased knowledge for the users themselves. The parental notes column on each topic should be made using simple sentences and concrete examples to make it easier for parents to understand and convey the interactive book material "Aku Bisa Melindungi Diriku" properly to children. Activity pages should also be made varied, for example not only by ticking some topics but also making variations, for example by adding colors, drawing lines, etc. This is expected to increase the child's interest in books.

SUMMARY

This interactive book consists of 4 topics, namely body parts introduction, how to dress well, permitted and prohibited child activities, and let's report. Not only completes by explanations, and parent's notes but also by discussion and practice using activity sheets. Topics enhance children's personal safety skills through recognition, defense, and reporting components that have been proven effective in increasing the prevention of child sexual violence. Accompanied by notes to assist parents in conveying material through concrete steps and important points in child sexual violence prevention and activity sheets that are useful to help confirm the child's level of understanding of the material presented are deemed sufficient to be used by parents and children aged 4 to 7 years, taking into account the size of the images, colors, and the choice of words in the content.

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