Volume 6 Issue 5 (2022) Pages 4210-4218
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Level of Knowledge of Self-Protection from Sexual Exploitation

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DOI: 10.31004/obsesi.v6i5.1859

Abstract
Background Research begins with many people who think that sexual education is a taboo subject to discuss with children before they become adults. In addition, there are many examples of sexual harassment that are rampant in recent times. The purpose of this study is that early childhood can protect themselves from sexual exploitation. The research method used is quantitative and quasi-experimental. The research subjects were the experimental group, class B1, and control group B2, with a total of 24 children. The research location is in TK Pertiwi 26-13 Bogares Kidul, Pangkah District, Tegal Regency. The results of the analysis in the two experimental groups that received actions in the pre-test and post-test assessments obtained were t = 5.548, p = 0.00 These results explained that there were differences after and before the action was taken before the action the child could not protect himself from sex crimes. After the action is taken, the child has good self-protection against sexual crimes. This means that role play sex education can increase self-protection in early childhood.

Keywords: *role play sex education; self-protection; sexual exploitation.*

Abstract
Latar belakang Riset diawali dari banyak orang yang menganggap bahwa pendidikan seksual adalah hal yang tabu untuk dibicarakan dengan anak-anak sebelum mereka dewasa. Selain itu banyaknya contoh pelecehan seksual yang marak terjadi akhir-akhit ini.Tujuan dari penelitian ini anak - anak usia dini memiliki kemampuan untuk melindungi diri dari eksploitasi seksual. Metode riset yang dipakai ialah kuantitatif kuasi eksperimen. Subjek penelitian kelompok eksperimen kelas B1 kelompok Kontrol B2 dengan Total 24 anak. Lokasi penelitian di TK Pertiwi 26-13 Bogares Kidul Kecamatan Pangkah Kabupaten Tegal. Hasil analisis pada kedua kelompok eksperimen yang memperoleh tindakan dalam penaksiran pre-test serta post-test didapatkan ialah t= 5,548, p= 0,00 Hasil tersebut menjelaskan terdapat perbedaan setelah dan sebelum dilakukan tindakan sebelum dilakukan tindakan anak tidak memiliki kemampuan untu melindungi diri dari kejahatan seks. Setelah dilakukan tindakan anak memiliki perlindungan diri yang baik terhadap kejahatan seksual. Berarti edukasi seks role play dapat meningkatkan perlindungan diri pada anak usia dini.

Kata Kunci: *edukasi seks role play; perlindungan diri; eksploitasi seksual.*

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Received 12 October 2021, Accepted 16 December 2021, Published 17 April 2022

DOI: 10.31004/obsesi.v6i5.1859

Introduction

The life of a nation becomes the initial basis for determining life in the future (Suhsmi & Ismet, 2021). For this reason, planning for the next generation of the nation is needed in preparing children's growth and development properly (Tanu, 2019). Therefore children need protection from all elements(Pemerintah Republik Indonesia, 2014). Everyone is not allowed to do, ignore, carry out, order to carry out, let alone be involved in economic and or sexual exploitation of children.

But lately, we have seen many in newspapers or television, we can find cases of sexual violence that have also happened to children, this makes parents and educators anxious. The sad thing is that the exploitation is carried out by people who the child knows (Zutema & Nurwati, 2020). Furthermore, researchers also examined data from claims submitted to the Indonesian Child Protection Commission (ICP), there were 234 cases of exploitation during April 2021. Based on this, ICP also urges all elements to conduct education to prevent exploitation causes (Ansori, 2021).

Then based on data recorded at the Metro Jaya Regional Police in uncovering cases of child exploitation. Since January 2021, Polda Metro Jaya has received 10 Police Reports (LP) and named 15 suspects in child exploitation cases. The victims of this case amounted to 286 people, 91 of whom were still in early childhood (Ernes, 2021). Most cases of child sexual exploitation that occur are caused by children not knowing and not realizing that it is wrong for adults to touch their private parts (Soesilo, 2021). This happens because children have never been taught to recognize their body parts, especially their genitals(Alucyana et al., 2020). Children are not introduced to which private parts are allowed and not to be touched, and they do not understand how to protect themselves if they receive such an act(Hi.Yusuf, 2020). Sex education explain is parents and schools, but in reality, sex education is still not applied at home and school (Azzahra, 2020). For this reason, it is necessary to have sex education in schools.

The study of sex is an attempt to contribute to a report on introducing the designations and uses of body parts, understanding gender differences, interpreting how sexual relations are, and knowledge about the rules and norms that exist in society regarding gender (Dewiani et al., 2020). Prevention of sexual abuse against children in the field of education is so that children can identify dangerous situations and prevent sexual abuse, as well as teach children the forms of inappropriate touch, how to refuse or end interactions with suspicious people or people, and how to ask for help (Fitriani et al., 2021).

Sensuality training should indeed exist taught in ancient years to check procreative obstacles that continue to be high (Djiwantoro, 2004). Sex education should start as early as possible from an early age regularly until the child begins to grow up (Dianawati, 2003). Learning reproduction study bottle stay secluded of spirituality also maybe everything must be based on religion (Rahman & Muliati, 2018). For that, it is necessary to form a person who is responsible. Presenting sex education to kids is a way to contribute knowledge concerning the role of these reproductive glands by instilling moral ethics (Saripah et al., 2021).

Information about reproduction and sexual relations, sex education should not be complex (Irwanto et al., 1999). General sexuality education covers aspects of personality, social culture, psychology, religion and also teaches someone to be able to protect themselves (Husin & Guntara, 2021). The problem today is that many people think that sexual education is a taboo subject to discuss with children before they become adults. In addition, multiple samples from child sexual disorders that occur in kids are caused by children not knowing and not realizing that the treatment of adults who touch private parts is the wrong treatment. This is because children do not have good and sufficient information about sex education.

One of the solutions used to overcome these problems is to use the role-play method. With the role-play method, children do not feel bored and bored in learning activities (Alucyana, 2018). This is because participants who participate actively will be three times more

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effective in learning than using a passive approach. The role-play method provides a fun atmosphere, kids will be actively involved in studying so that scholars do more concerned about playing during lessons and better understand the subject matter as well as improved learning outcomes.

Therefore, researchers are interested in using the role-play method to provide education about self-protection and prevention of cases of child exploitation. This is following the theory of Jill Hahfiel and Wahab introducing the role-playing method. Role-playing is often intended as an application of experiential teaching (Jill Hahfiel dan Wahab, 1998). So with the Role Playing method students can appreciate what role they play, able to place themselves in other situations that the teacher wants, especially concerning school life, family, and community behavior around students (Mulyono, 2011). Theoretically the role-playing method requires the involvement of some or all students in playing a character or object, this condition requires students, not to silent, he will be active, not static, but dynamic (Hamzah B Uno, 2012). Roleplaying is a planned learning activity designed to achieve specific educational goals (Ilmanuddin & Siregar, 2019).

For this reason, the material taught in this counseling includes the first material to introduce body parts and then recognize the differences in body parts between boys and girls. The second material introduces situations that lead to sexual exploitation such as seductive behavior, holding body parts, peaking at other people's body parts, undressing, and holding genitals. The third material is how to do some ways to refuse offers, inducements, or coercion from others that make him feel afraid or uncomfortable which leads to acts of sexual exploitation. This study points to determine the ability of sexual protection in kids to sexual exploitation between before and after receiving sexual education with the role-play method. This research is useful to restrict this experience from physical impairment in first youth. The correct knowledge and understanding of sex will help children have a sense of responsibility from an early age. The hypothesis in this study is that there are differences in self-protection from sexual exploitation in early childhood between before and after sex education with the role-play method.

Methodology

The study uses a quasi-experimental method. This experimental design employed lived a non-randomized pretest and post-test grub design. The research design chart is as shown Tabel 1. For more details, the research design is illustrated as figure 1.

Tabel 1. Research Desain

P1	X	P2	EG
P1	~ X	P2	CG

Information:
P1 : Pre Test Measurement
P2 : Post Test Measurement
X : Treatment (Sex Education with role play method)
~X : No treatment (Control Group)
EG : Experimental Group
CG : Control group

This research uses subjects from groups B1 and B2 of TK Pertiwi 26-13 Bogares Kidul. Where Group B1 is the experimental group and class B2 is the control group. Group B2 was chosen as the control group because they already had better protection. The measuring instrument in this research is modified from the relevant research conducted by(Hastjarjo, 2019)namely the scale of sexual exploitation protection. The researcher modifies the items used concerning the subject in the research. There are three aspects in the scale instrument, namely

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the anticipation of situations that tend to be sexual exploitation, the ability to take action when in a situation that is inclined to sexual exploitation, and the ability to report situations that are prone to sexual exploitation. The sexual protection scale in early childhood consists of 25 items. The data analysis used in this research is quantitative analysis. Quantitative data analysis to test the hypothesis was carried out using statistical analysis in the form of a paired sample t-test technique. Differences in self-protection from the sexual exploitation of children due to differences in treatment outcomes were observed repeatedly, namely before treatment and after treatment between the experimental group who received the sexual education training program and the control group.

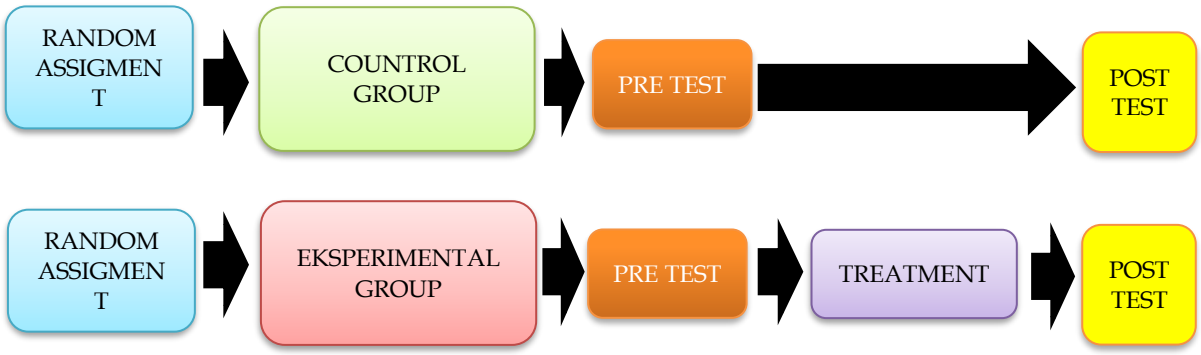

Figure 1. Stages Pre And Posttest Group Design

Results and Discussion

The research subjects divided into the experimental group and the control group in terms of gender and age are presented in table 2.

Table 2. Description of Research Subjects Based on Gender and Age

Aspect	Group		
	Eksperimental	Control	Total
Gender			
Man	5	4	9
Woman	7	8	15
Age			
5 Years	8	9	17
6 Years	4	3	7

Hypothesis Testing Analysis Results

The results of data analysis between groups that received treatment (experimental group) and groups that did not receive treatment (control group at the initial condition of the previous measurement (pre-test) decided that t = 0.247, p = 0.809 > 0.05 (not important). there is a difference in the initial conditions before the measurement (pre-test).

The results of subsequent data analysis using a paired sample test between the group that did not receive treatment (control group) in the measurement before (pre-test) and next method (post-test) decided that t = 1.915, p = 0.082 > 0.05 (not important). This means that there is no significant difference in the group between before and after the treatment was given.

Then the results of the analysis between the experimental groups that received treatment on measurements before (pre-test) and after treatment (post-test) found that t = 5.548, p = 0.000 <0.05 (significant). This means that there is a significant difference in the experimental group between before and after the treatment was given. Furthermore, to see the difference in the self-protection score, the average self-protection score is in table three

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Table 3. Average Self-Protection Score in the Experimental Group

Measurement	Average
Pre test	8,38
Post test	13,73

The table shows that the experimental group experienced an increase in the average score of self-protection on measurements between before (pre-test) and after (post-test) sexual education with role play. The average increase in self-protection was 5.35. Then we also present quasi-experimental data through pie charts as shown Chart 1.

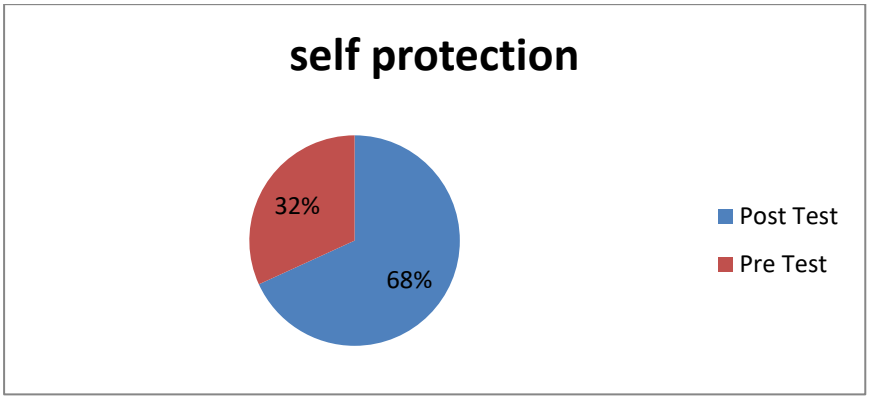

Chart 1. Self Protection level of pre-test and post-test respondents

From pie chart 1, it can be seen that the level of knowledge of self-protection from sexual exploitation when children have not been given treatment in the form of sex education using the role-play method is very low, only around 32 percent. However, after being treated with sex education using the role-play method, the level of children's self-protection against sexual exploitation increased by 68 percent.

Of the results of the analysis, it can be concluded that the hypothesis proposed in this research is accepted. There does a important exception in self-protection in early childhood between before and after receiving sex education with role play media.

Discussion

Research preparation

Researchers carried out the process of preparing role play educational materials. The researcher modified the scale of self-protection from sexual exploitation from a previous study developed by (Malikah, 2011). The material written is more adapted to the context of cases of sexual exploitation that are often experienced or reported in the media so far that has happened to children. This is following a review of research conducted by (Santosa Budi, 2009) this study explains how important the importance of education from pre-school age is. Furthermore, research from Ratnawati, 2021) in the study mentions that one solution to prevent cases of sexual violence in early childhood is through sex education. And research from (Dini et al., 2021) in this study describes the importance of parents and schools to introduce sex education from an early age. For this reason, in this study, researchers are more directing the contest on self-protection from sexual exploitation in early childhood. The research instrument consisted of 25 items.

Research Implementation

After all research preparations are completed, the next stage is the implementation of the sex education role-play program. This is following the theory of Jill Hahfiel dan

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Wahab (1998) which explains that there is a need for attractive sex education for children. This is as researched by Fitriani et al. (2021) who conducted research on sex education for early childhood. In his research, he used books, while in the research I did, he used the role-playing method. Furthermore, research was conducted by Soesilo (2021), Anwar & Alfina (2021), and research from Munisa (2019). In his research, sex education was carried out by parenting which targeted parents, while my research was sex education through role-playing learning methods. Next, the research conducted by Alamsyah et al. (2021) in her research to measure knowledge of sex education with the Fan Flashcard media turned out to have a considerable influence on increasing knowledge of sex education in mothers, this is different from the research I did because the sex education I did was through the play method. role. Of the five studies that have been carried out, it proves that this research is novel because it raises sex education through the role-playing method by the children themselves so that children can explore knowledge about sex education through role-playing. For this reason, the researcher explained that this program was carried out in an attractive form using the role-playing method.

Implementation using three materials

The first material regarding development is specifically related to the sexual development of children, namely efforts to identify body parts that can be touched and who cannot and who can and cannot touch them or see them. The second material is about identifying situations that lead to acts of sexual exploitation. That is an effort to identify situations that lead to acts of sexual exploitation, including seductive behavior, holding prohibited body parts, peeking at other people's body parts, undressing, and holding genital parts. The third material is about self-protection from sexual exploitation. Efforts to identify and avoid sexual exploitation behavior are related to several circumstances, including protection efforts by paying attention to how to dress, protection when jostling with many people. Then protection by rejecting offers, inducements, or coercion from others that make him feel afraid or uncomfortable which leads to acts of sexual exploitation.

After the process of providing the program with the three materials was carried out in the experimental group, the participants were immediately given a post-test by giving a sexual protection scale again. In the control group, a post-test was also carried out by giving a sexual protection scale without being given any previous treatment. This process is carried out to see the effectiveness of providing sexual education programs with the role-play method in early childhood.

The results obtained in this research show that there is an important distinction in self-protection in early childhood between before and after receiving sex education with role play media. Statistical analysis between the experimental group that received treatment on measurements previously (pre-test) and after therapy (post-test) decided that $t = 5.548$ $p = 0.000 < 0.05$ (significant). This means that there is a significant difference in the experimental group between before and after the treatment was given. In the experimental group, there did an improvement while that common rate from self-protection in the measurements between previously (pre-test) and following (post-test) sex education by role-play method with an average increase in self-protection score of 5.35.

There are several factors support the improvement of protective abilities in children, namely the role-play method used during the sex education process. The need for a role-play method is simply conveying material through play that involves all aspects of children's abilities, both cognitive, language, and motor skills. For example, in giving the third material, the subjects were asked to practice it direct by involving all aspects of the child's ability to try to practice certain attitudes and actions to avoid sexual exploitation in early childhood.

The method of using role-play brings closer the distance between abstract matters regarding the material reality of life, a more realistic situation that is indeed threatening at this time. This is following cognitive development in childhood which begins with learning to deal

DOI: 10.31004/obsesi.v6i5.1859

with problems in a concrete way. This learning process is a function of the interaction between children and the outside environment so that they are more trained so that with assistance from outsiders they can help the problems they face.

Relevance to reality means how to provide material that has the effort as close as possible to the reality of the subject, including giving examples and using language. The material is presented with many examples of important parts. The facilitator often repeats the keywords, says no when given something to a stranger, shouts for help if someone touches or opens the privacy area.

The success of sex education using the role-play method shows the positive influence of sex education using the role-play method as an effort to protect oneself from sexual exploitation in early childhood. Sex education using a comprehensive role-play method that includes biological, sociocultural, psychological, and spiritual dimensions, including teaching children to be able to protect themselves and make responsible decisions is very important for children.

One way to increase the ability to protect themselves from sexual exploitation in early childhood is to provide sex education using the role-play method. The results of this research show that sex education using the role-play method can effectively increase the ability to protect oneself from sexual exploitation in early childhood. Sensuality study using the role-play method can be implemented and become part of the school. Schools can prepare and synergize sex education using this role-play method in the learning process and policies that have been set at the school.

Sex education using the role-play method consists of the knowledge and skills provided as part of an effort to protect children from sexual exploitation. This role-play method of education can be a program that is in the school curriculum. The material provided in this program can be synergized with other materials for your child. This matter must be introduced to children from the beginning so that it can be self-protection energy in overcoming the tendency of sexual exploitation performance into kids.

Conclusion

The level of knowledge the ability of self-protection of early childhood who received sex education with the role-play method increased in a better direction. This shows that there is a vital distinction in self-protection in early childhood between sebum and after receiving sex education using the role-play method.

Acknowledgment

We express our gratitude to all reviewers who have devoted their energy and time to reviewing this manuscript and assessing the submitted articles for consideration in the publication process.

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