

Child Sexual Abuse Prevention Program: A Response to Emergency of Pedophiles for Preschool In Indonesia

Dhian Gowinda Luh Safitri, Monash University, Australia

The Asian Conference on Education & International Development 2018
Official Conference Proceedings

Abstract

Child sexual abuse is a worldwide global issue which currently is threatening Indonesian children. The massive number of Child sexual abuse and the various models of the cases such as intra-familial sexual abuse, child prostitution, online sexual exploitation of children, and much more put Indonesia in the emergency of Child sexual abuse condition. In this essay, I will propose child sexual abuse prevention in Preschool as a viable solution to address Child sexual abuse in Indonesia and suggest the strategies of implementation which might suit in Indonesia context. This investigation is conducted by reviewing a range of literature which mainly discusses three core concepts; (1) The need for Child sexual abuse prevention in Indonesian preschool, (2) The implementation of Child sexual assault prevention in a global context, (3) The strategies to implement child sexual abuse prevention which might suit in Indonesia. The key finding of my investigation indicates that the taboo perception and lack of sexual education exposure share an essential premise that there is a reciprocal relationship between them. Furthermore, it also suggested from evaluated studies that Child sexual abuse prevention Intervention program effective to enhance self-protection of young children. Two elements should be considered to implement Child sexual abuse prevention intervention program in Indonesia are the prevention program should be in multi-systemic intervention focused, and the sexual education content should be culturally/religiously relevant.

Keywords : Child sexual abuse, Prevention, Intervention program

iafor

The International Academic Forum
www.iafor.org

Background

The number of violence cases against children in Indonesia had increased significantly. UNICEF estimated that 30% of sex workers in Indonesia was under the age of 18, with some as young as ten years old. It was also expected that there were 40,000 to 70,000 children who were victims of sexual exploitation. Furthermore, about 100,000 children are trafficked for sexual purposes every year. According to data from the Indonesian Child Protection Commission (KPAI) from 2011 to 2014; they found 932 cases of cybercrime and pornography, 197 cases of child trafficking, 2,882 cases of child sexual abuse, 193 commercial sexual exploitation of children and 186 cases of child prostitution online. (ECPAT, 2016).

Child sexual abuse is a worldwide global issue which currently is threatening Indonesian children. The massive number of Child sexual abuse and the various models of the cases such as intra-familial sexual abuse, child prostitution, online sexual exploitation of children, and much more put Indonesia in the emergency of Child sexual abuse condition. In this essay, I will propose child sexual abuse prevention in Preschool as a viable solution to address Child sexual abuse in Indonesia and suggest the strategies of implementation which might suit in Indonesia context. First, I will investigate why Child sexual abuse prevention for preschool is needed in Indonesia. Second, I will discuss the implementation of Child sexual assault prevention in global context. Lastly, I will examine the strategies to implement child sexual abuse prevention which might suit in Indonesia context.

The need for Child sexual abuse prevention in Indonesian preschool

Why should a child sexual abuse prevention intervention program be implemented in early years? The increasing number of sexual abuse which occurs in young children reported from several cases in Indonesia. The case of sodomizing which happened in Jakarta International school, the rape by the preschool principal in Sleman, and the case of Official candy's group, an online sexual exploitation case with thousand young child victims estimated, are several cases in Indonesia which involving young children (BBC Indonesia, 2014; Wisnuwardani, 2016; Nailufar 2017). The study draws on research conducted by Finkelhor & Baron (1986) also suggested that sexual assault often begins during the preschool years. Despite the enormous number of child sexual abuse, most young children have a little knowledge about self-protection of their body, lack of awareness about the possibilities of the close relative's offenders and rarely encouraged that they don't have to keep secrecy promise made by an adult (Koblinsky & Behana, 1984). Further, with the vast development of technology children often seek the answer from the internet which has various contents, includes the inappropriate information. The child sexual abuse prevention program will reduce the likelihood of children getting inappropriate information.

Finkelhor (1984) argues that one precondition must be met for sexual abuse to occur is child must be unable to resist abuser's action. It means that the prevention program should be conducted to enhance the children's ability to protect themselves from abuser. Child sexual abuse prevention program believes as one of the viable solutions which can address the increasing number of young child sexual abuse. The purpose of the Child sexual abuse prevention program mostly includes these three elements: (1) children have an information about body ownership and self-protection, such as good

touch and bad touch, also encourage them to share frightening secret to people that they've believed most; (2) children develop their intuition to prevent sexual abuse such as saying no, run and scream if there is someone doing unwanted touching to them (3) Children gain a knowledge about support systems, if they experience actual or potential abuse (MacIntyre & Carr, 2000). The aim of Child sexual abuse prevention program seems to accomplish the need of Indonesian young children for the appropriate of sexual education, however, how it relates to the taboos perception between parents?

Talking about sexuality has never been easy in Indonesia culture. Earlier in this year, Indonesian parents had ordered to withdraw sexual education book for children named "I Dare to Sleep Alone, and I Learn to Control Myself" from the bookstore for being too vulgar (Suroyo Gayatri & Cindy Silviana, 2017). Even though the aim of this book is to educate the parents about sexual education, many communities assume that the content of the book is too vulgar, and does not suit in Indonesian culture and religious beliefs. Some people also argued that the society is not ready yet for sexual education exposure. As the result, the data gathered by Lentera sintas Indonesia through online polled indicates that more than 90% rape cases in Indonesia go unreported. Majority people (around 63%) said that they felt guilty and embarrassed if their family and community know they were sexually abused (Yi, 2016). Since talking about sexuality still is seen as a sin, child sexual abuse remains as a hidden crime among community. The taboo perception of sexuality likely contributed to the lack of sexual education exposure for young children in Indonesia. Even though many countries had conducted school-based sex education, Indonesian government seems reluctant to allow sexual education to become a part of the school curriculum (Schonhard, 2013). Instead of conducting sexual education, government legalised chemical castration as a punishment for child sexual abusers. This policy has been widely debated because it deals between human rights and child protection (Fransiska Asmin & Nugroho Adipradana, 2016). Correspondingly from the lack of sexual education exposure, several people from online polled conducted by Lentera Sintas Indonesia claimed that they did not know they were sexually abused at that time. The taboo perception and lack of sexual education exposure in Indonesia share an essential premise that there is a reciprocal relationship between them. To conquer the complex situations, Indonesia needs not only law enforcement for precipitator but also an intervention program which provides appropriate information of sex education to give young children protection of sexual offenders as well as deliver a better understanding of sexual education for the parents.

The avoidance to talk about sex education between parent and child might happen due to several reasons including the uneasiness to speak sex-related topic, the lack of adequate knowledge about sexuality and the misleading interpretation of children's sexual behaviour from adult's viewpoint (Lu, 1994). In addition, the religion and cultural beliefs also contributed on parent's perspectives and attitudes toward sexuality (Landeryou, 1994). The majority of Indonesian people which is Muslim believe that premarital relationship ("zina") is sinful. However, there seems to be a misconception that speaking about sexuality will lead children to do zina since sexuality often related to pornography. Implementing child sexual abuse prevention in preschool providing the opportunities of sexual education exposure to parents since teacher will socialize the core elements of sexual education and report the development of their children during the class to parents. To promote an efficient

sexual education, both educators and parents should be cooperative in preparations. (Alexandros, 1998). Further, he argued that early childhood sex education should be supported by all who provide education during preschool years, includes educators, parents, and relatives. Along the similar lines MacIntyre & Carr (2000) argued that in multisystem of child sexual abuse prevention program which focus are on children, parents and teacher shows that parents gain the significant knowledge of child protection issues from intervention training. To conduct school-based sexual education programs, the first steps that should be done is preparing the home environment. School should ensure that parents are also comfortable and familiar with the core contents of sexual education as well as delivery approaches and support system (Wurtele, 2009). The involvement of parents during sexual education in preschool will shaped their perspectives of sexuality and the need of child sexual abuse prevention for young children.

The hesitation to implement child sexual abuse prevention has been discussed by several researchers (Alan et al., 1994). Preschool aged children usually have difficulty to addressing the abstract concept such as sexual assault prevention; moreover, they have a less verbal skill, lack of attention and awareness also less developed on planning settings compared to older children. Several studies evaluated primary prevention curricula for preschool showed that preschool only gained a small knowledge from the prevention program. For these reasons, Alan et Al. (1994) argued that the prevention program between pre-school and primary school should not be the same and there must be appropriate material instructions for Preschool aged children. They then conducted a study to investigate the effectiveness of Children' primary training program using story books as the media deliver. The result showed that Preschool aged children gain benefits from the intervention program. The scripted book claimed as one of the useful resources that contributed to the success story of Child sexual abuse prevention for preschool. Moreover, several studies analyzed by Barron & Topping (2008) indicates the effectiveness of Child sexual abuse prevention in preschool to improve child's awareness and their self-protection skills. Correspondingly, MacIntyre & Carr (2000) which also investigated several programs of child sexual abuse prevention claimed that the intervention can increase children's knowledge of safety-related concepts and enrich teachers and parents information about child protection procedures. The foregoing discussion implies that the abstract concept of sexual abuse prevention can be learned by preschool through appropriate approach which suit to their development stage.

The implementation of Child sexual assault prevention in a global context

The child-focused prevention has been implemented in many countries and integrated in school-based sexual education curricula. The majority of child-focused prevention delivered based on social learning principles through instruction, modeling, rehearsal, and feedback, also behavioral skills training model (Zeuthen & Hagelskjær, 2013). Several programs provided by each country such as the Canadian Red Cross Violence, the American Child Assault Prevention Program which also adapted by Netherland, One in Five Campaign of European and the globally used Good Touch Bad Touch continuum share the same purpose of addressing Child sexual abuse. The core elements of school-based sexual education include body ownership, bad touch - good touch, saying no, escaping, sharing secrecy, building intuition, providing the support system, reducing self-blame and bullying (MacIntyre & Carr, 2000). In the

Asian context, several countries also adapted the school-based sexual education curricula as their mandatory subject, such as Taiwan, Vietnam and Thailand. Studies conducted in China examined the implementation of child sexual abuse prevention program designed for Western children to Chinese pre-schoolers (Zhang et.al, 2013). The kindergarten conducts The Body Safe Training program which delivered use behavioral skills training model. The cores elements of The Body Safe Training program included the following main points: (1) The body ownership (2) introducing the reproductive organs (3) Recognizing several models of sexual abuse. (4) Addressing self-blame among pre-schoolers. The study suggests that Chinese preschool-aged children gain benefits from Body Safe Training program regarding the knowledge of child sexual abuse and protection skill comparing with the control group.

In Middle East context such as Turkey, the study claimed that there is not the structured system of child sexual abuse prevention programs in school settings (Cecen-Erogul & Hasirci, 2013). The pilot study conducted to prevent child sexual abuse in the school context in Turkey showed that child sexual prevention program was effective in the primary stage. Despite the result of the program, the study also indicates that there was a rising enthusiasm to expand and implement school-based Child Sexual Abuse Prevention as well as to train educators to deliver the comprehensive curriculum of prevention sexual assault in Turkey. While in Iran, which is a country with 97% Muslims population still struggling on implementing school-based sexual education prevention as it seems contradictory from Islamic law (Alireza, 2015). Along with Turkey, the majority of school in Iran schools do not yet have a well-developed educational strategy to address sexual issues. In post-revolutionary, Iran government enforced the communities to preserve their modesty through wearing a veil for women and conducting sex segregation as well as maintains the control of sexually explicit media content to reduce the risks of sexual abuse and premarital sexual activities. The young Iranians will receive sexual education, once they reach puberty about the signs of puberty and the Islamic rituals they should pay attention. However, the study indicated that it is not impossible to conduct school-based sexual education and there may be ways to develop and implement school-based sex education while taking religion and sociocultural sensitivities into consideration.

The parents-focused prevention believed as another way to prevent child sexual abuse from home. In addition, there is overwhelming evidence for the notion that parent's involvement plays a prominent role in conducting Child sexual abuse prevention education (Finkelhor & Dziuba-Leatherman, 1995). Several studies evaluated by Hunt & Walsh (2011) to examine the parent's view about Child sexual abuse prevention education program and the effectiveness of the program. The result from the evaluated studies reported that research with parents of preschool or primary school-aged children had been implemented in United States, Canada, Australia, China, and Hongkong. The result suggested that even though majority parents from several countries evaluated agreed that child sexual abuse prevention is essential for their young children, very few parents had participated in child sexual assault prevention program; a mere 6.8 percent of 447 parents in China reported experienced Child sexual abuse prevention program in school (Chen and Chen's, 2005, cited in Hunt & Walsh, 2011). The data appears to suggest that 25–79 per cent of parents discussed child sexual abuse prevention with their children. In the countries that had been

conducted child sexual abuse prevention longitudinally, such as the United States and Canada showed greater detail and prevalence of discussions between parent-child. Majority parents in the United States and Canada also agreed their children participate in School-based child sexual education even before the program began. In the Australian context, the study suggested that only 25 percent of Australian parents had ever discussed Child sexual prevention with their children; less than 1 percent had talked about unwanted touch and the need to report abuse action to adult (Briggs, 1988 cited in Hunt & Walsh, 2011). While in two Chinese studies, the data indicated that 50 percent of approximately 1000 sample of parents in these studies had discussed unwanted touch and telling secrecy to the trusted adult (Chen & Chen, 2005; Chen et al., 2007). In addition, the result also suggested that parent's attitude about Child sexual abuse prevention affects their practices towards their children regarding delivering sexual education context. In terms of the effectiveness of intervention program, the evaluated studies from the United States and Canada presented the data that parents who participated in child sexual abuse prevention program increased their willingness to speak about sexual education and self-protection. The parent's attitude which did not provide sexual education before also changed after the intervention. As expected children also gain benefits from the parents focused prevention, studies from Hébert, Lavoie, Piché & Poitras (2001) reported that children showing greater self-confidence, better at conveying likes and dislikes, better on addressing conflict and showing fewer negative impact after conducting the sexual education conversation. (Hunt & Walsh, 2011).

The professional-focused prevention is targeting the intervention to teachers, trainers, day care providers and all of the institution's element which works with young children. This program is essential to implement, in terms of complementing teacher's knowledge with sexual education before delivering it to young children or parent, especially in Indonesia. The data generated by General of Early Childhood Education of Indonesia, Non-Formal Education and Informal indicated that approximately 80 percent of kindergarten teachers (TK) have not qualified in bachelor yet (Zubaidah, 2014). Further, Maureen's (2004) conducted an investigation in United States concerning teacher's knowledge of child sexual abuse symptoms as well as procedures for reporting child abuse; the result indicated the lack of teacher's awareness in this issues. Recent research conducted in Denmark support the view that many teachers claimed that they do not have enough knowledge to teach sexual education and how to avoid being abused (Helweg-Larsen, Andersen, & Plauborg, 2010 cited from Zeuthen & Hagelskjær, 2013). However, Earlier evaluated studies suggested that professional-focused prevention is useful to increase teachers' knowledge of child protection issues and procedural skills (Hazzard, 1984; McGrath et al., 1987; Allsopp and Prosen, 1988; Kleemeier et al., 1988; cited from MacIntyre & Carr, 2000). Clearly, the intervention for professional is essential to make preventive programs successful.

The effects of child sexual abuse prevention intervention are often discussed by the researchers. Several meta-analyses conducted to investigate the possible negative effect on young children after the intervention. The researchers raise the questions whether child sexual abuse prevention program actually can reduce the number of child sexual abuse cases due to the difficulty of measurement. The growing knowledge of self-protection doesn't merely decrease the occurrence of Child sexual abuse. The general evaluation which used to measure children's knowledge of self-

protection is only the questionnaire, such as Personal Safety Survey. The simulation conducted to evaluate children's ability is reliable and more authentic, but it might cause enormous consequences and doesn't fit with ethical research. However, despite the evidentiary chaos, the child sexual abuse cases in the United States had declined significantly since the early 1990s (Finkelhor, 2009). Even though the decrease doesn't instantly indicate the contribution of child sexual abuse prevention program, but Finkelhor (2009) suggested that something is helping. The broader scope of evaluation research is needed to address this complex issue. On the other hand, several evaluated meta-analyses also reported that Child Sexual Abuse Prevention Program caused minimal anxiety issue (Zeuthen & Hagelskjær, 2013). The author indicated that it might happen because theoretical frameworks concerning the child (cognitive development, emotional development, rational and the inclusion of learning theories) are not articulated properly. Theoretical coherent model when conducting the child sexual abuse prevention intervention program is needed to addressing this issue. Further, MacIntyre & Carr (2000) claimed that the anxiety caused a good self-protective skill for majority children. Also, they suggested that the minimum anxiety was not adequately serious to prevent parents and teachers from conducting prevention training.

The Possible Strategies to Implement Child Sexual Abuse Prevention In Indonesia

There are a plenty strategies to implement sexual education prevention for young children in Pre-School. However, the approach of implementing programs that are culturally appropriate should be considered. Two elements should be reckoned to conduct Child sexual abuse prevention intervention program in Indonesia. Firstly, the prevention program should be in multi-systemic intervention model. Multi-systemic intervention is prevention programs that targeted children and either parents or teachers or both (MacIntyre & Carr, 2000). Based on the background, Indonesia has three issues that should be addressed: (1) The taboo perceptions among parents, (2) Preschool teacher apparent lack of competence, (3) Children less of sexual education exposure. Multi-systemic is very likely the most effective programs which involve all the elements. Along similar lines, Jordan (1993) also suggested to conduct a comprehensive program which involving parent and community to gain parental support and to success the intervention programs.

Secondly, it's important to keep the sexual education content culturally/religiously relevant. Indonesia is a country with a majority Muslim population. It becomes one of the reasons why the influence of Islam is very strong in Indonesian culture. The evidence supporting the idea of considering socio-culture and religion before conducting child sexual prevention program may lie in the findings of Bennet (2007) who investigated the notion of "zina" related to sex education implementation for Indonesian Muslim youth. She argued that the mutual understanding about sexual education goals and Islamic approach should be accomplished in terms of decision-making. The sexual education purposes along lines with Islamic regulations which assist young Muslims to obey Islam rule of avoiding premarital activities, rather than encouraging them to have premarital sex should be understood. Along the similar lines, the purpose of conducting child sexual abuse prevention in Preschool is to protect the young child from sexual assault and not to promote sexuality to young children nor to encourage young children to do something that is forbidden by

religion or cultural belief. The study conducted by Zahrulianingdyah (2015) which use "Damarwulan" Film as a media to educate young children about reproductive health education succeed to enhance children's knowledge as well as gain parental support. The intervention not only culturally relevant but also overwhelmingly accepted by parents as the parents understand the importance of reproductive health education. The result from Focus Group Discussion also suggested that the cooperation between parents and teacher is beneficial as they can discuss the content of reproductive health education. Parents claimed that they hardly discuss reproductive health education with young children because they couldn't choose what content is acceptable to children and convey the information scientifically.

Conclusion

The background of the sexual education presence and child sexual abuse cases in Indonesia shows that the taboo perception and lack of sexual education exposure share an essential premise that there is a reciprocal relationship between them. To address the increasing number of child sexual abuse in Indonesia, I argued the need for intervention program which provides appropriate information of sex education to give young children protection of sexual offenders as well as deliver a better understanding of sexual education for the parents. Child sexual abuse is a global issue which occurs in worldwide. Several countries had been conducted a prevention intervention program which targeting children, parents, professional or multi-systematic to address this issue. There is a rapidly growing literature on the effectiveness of prevention program also meta-analysis which indicates the challenges on the implementation effect. However, many research has provided ample support for the assertion the prevention program succeed to enhance self-protection for young children. Two elements should be considered to implement Child sexual abuse prevention intervention program in Indonesia are the prevention program should be in multi-systemic intervention model and keep the sexual education content culturally/religiously relevant.

References

- Alexandros Kakavoulis (1998) Early childhood sexual development and sex education: A survey of attitudes of nursery school teachers, *European Early Childhood Education Research Journal*, 6:2, 55-70, DOI: 10.1080/13502939885208241
- Alireza Tabatabaie (2015) Constructing the ideal Muslim sexual subject: problematics of school-based sex education in Iran. *Sex Education 15:2*, 204-216. DOI:10.1080/14681811.2014.992066
- BBC Indonesia. (2014). Lima terdakwa kasus JIS divonis penjara. Retrieved from: http://www.bbc.com/indonesia/berita_indonesia/2014/12/141222_indonesia_jis_vonis
- Cecen-Erogul, A., & Kaf Hasirci, O. (2013). The effectiveness of psycho-educational school-based child sexual abuse prevention training program on turkish elementary students. *Educational Sciences: Theory and Practice*, 13(2), 725-729. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/1651834717?accountid=12528>
- Chen, J. Q., & Chen, D. G. (2005). Awareness of child sexual abuse prevention education among parents of grade 3 elementary school pupils in fuxin city, china. *Health Education Research*, 20(5), 540-547. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/964171117?accountid=12528>
- Chen, J., Dunne, M. P., & Han, P. (2007). Prevention of child sexual abuse in china: Knowledge, attitudes, and communication practices of parents of elementary school children. *Child Abuse & Neglect: The International Journal*, 31(7), 747-755. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/62052557?accountid=12528>
- Davis, D. W., Pressley-McGruder, G., Jones, V. F., Potter, D., Rowland, M., Currie, M., & Gale, B. (2013). Evaluation of an innovative tool for child sexual abuse education. *Journal of Child Sexual Abuse*, 22(4), 379. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/1355118532?accountid=12528>
- Deborah Winders Davis, Gloria Pressley-McGruder , V. Faye Jones, Deborah Potter, Michael Rowland, Melissa Currie & Bruce Gale (2013) Evaluation of an Innovative Tool for Child Sexual Abuse Education, *Journal of Child Sexual Abuse*, 22:4, 379-397. DOI: 10.1080/10538712.2013.781092
- ECPAT. (2016). The Global Study on Sexual Exploitation of Children in Travel and Tourism, Country Specific Report-Indonesia. Retrieved from <http://www.globalstudysectt.org/category/countries/Indonesia/>
- Finkelhor D, Asdigian N, Dzuiba-Leatherman J. (1995). The effectiveness of victimization prevention instruction: An evaluation of children's responses to actual threats and assaults. *Child Abuse & Neglect: The International Journal*, 19(2), 141-154. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/62749962?accountid=12528>

- Finkelhor, D. (2009). The prevention of childhood sexual abuse. *The Future of Children*, 19(2), 169–194. Retrieved from http://futureofchildren.org/futureofchildren/publications/docs/19_02_08.pdf
- Fransisca, Amin & Nugroho Adipradana. (2016). Is forced chemical castration the answer to protecting children from sexual abuse in Indonesia?. *The Conversation*. Retrieved from: <http://theconversation.com/is-forced-chemical-castration-the-answer-to-protecting-children-from-sexual-abuse-in-indonesia-67116>
- Gill Lenderyou (1994) Sex education: A school-based perspective, *Sexual and Marital Therapy*, 9:2, 127-144, DOI: 10.1080/02674659408409576
- Hunt, R., & Walsh, K. (2011). Parents' views about child sexual abuse prevention education: A systematic review. *Australasian Journal of Early Childhood*, 36(2), 63-76. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/1031153943?accountid=12528>
- Ian Barron, Keith Topping, (2008) "School-based child sexual abuse prevention programmes: The evidence on effectiveness", *Journal of Children's Services*, Vol. 3 Issue: 3, pp.31-53, doi: 10.1108/17466660200800017 Permanent link to this document: <http://dx.doi.org/10.1108/17466660200800017>
- Koblinsky, S., & Behana, N. (1984). Child sexual abuse: The educator's role in prevention, detection, and intervention. *Young Children*, 39(6), 3-15. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/63458241?accountid=12528>
- Katrine Zeuthen & Marie Hagelskjær (2013) Prevention of Child Sexual Abuse: Analysis and Discussion of the Field, *Journal of Child Sexual Abuse*, 22:6, 742-760, DOI: 10.1080/10538712.2013.811136
- Linda Rae Bennett (2007) Zina and the enigma of sex education for Indonesian Muslim youth, *Sex Education*, 7:4, 371-386, DOI: 10.1080/14681810701635970
- Lu, W. V. (1994). *Parental attitudes toward sex education for young children in taiwan* Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/62708557?accountid=12528>
- MacIntyre, D. and Carr, A. (2000), Prevention of child sexual abuse: implications of programme evaluation research. *Child Abuse Rev.*, 9: 183–199. doi:10.1002/1099-0852(200005/06)9:3<183::AID-CAR595>3.0.CO;2-I
- Maureen C. Kenny (2009) Child Sexual Abuse Prevention: Psychoeducational Groups for Preschoolers and Their Parents, *The Journal for Specialists in Group Work*, 34:1, 24-42. DOI: 10.1080/01933920802600824
- Nailufar, Nibras Nada. (2017). Korban Pedofilia Grup Facebook "Official Candy's

Groups" Capai Ribuan. *Kompas.com*. Retrieved from:
<http://megapolitan.kompas.com/read/2017/03/15/16221821/korban.pedofilia.grup.fac ebook.official.candy.s.groups.capai.ribuan>

Alan G. Nemerofsky EdD , Deborah T. Carran PhD & Leon A. Rosenberg PhD (1994) Age Variation in Performance Among Preschool Children in a Sexual Abuse Prevention Program, *Journal of Child Sexual Abuse*, 3:1, 85-102, DOI: 10.1300/J070v03n01_06

Schonhardt, Sara (2013). Indonesia's Sexual Education Revolution. The New York Times. Retrieved from: <http://www.nytimes.com/2013/01/28/world/asia/28iht-educlede28.html>

Suroyo, Gayatri & Cindy Sylviana. (2017). Indonesia orders recall of "vulgar" children's sex-education book. *Reuters*. Retrieved from :
<http://in.reuters.com/article/indonesia-book-idINKBN1610UP>

Wisnuwardani, Dyah Puspita (2016). Siswi TK di Sleman Yogya Jadi Korban Perbuatan Asusila di Sekolah. *Liputan 6*. Retrieved From:
<http://health.liputan6.com/read/2445985/siswi-tk-di-sleman-yogya-jadi-korban-perbuatan-asusila-di-sekolah>

Wurtele, S. K. (2009). Child sexual abuse prevention: Preventing sexual abuse of children in the twenty-first century: Preparing for challenges and opportunities. *Journal of Child Sexual Abuse*, 18, 1–18. doi:10.1080/10538710802584650

Yi, Beh Li. (2016). Over 90 percent rape cases go unreported in Indonesia – poll. *Thomson Reuters Foundation*. Retrieved from:
<http://news.trust.org/item/20160725143529-udc98>

Zahrulianingdyah, A. (2015). Reproductive health education model in early childhood through education film "damar wulan". *Journal of Education and Practice*, 6(19), 184-189. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/1773229925?accountid=12528>

Zhang, W., Chen, J., Feng, Y., Li, J., Zhao, X., & Luo, X. (2013). Young children's knowledge and skills related to sexual abuse prevention: A pilot study in beijing, china. *Child Abuse & Neglect*, 37(9), 623. Retrieved from <https://search-proquest-com.ezproxy.lib.monash.edu.au/docview/1435629721?accountid=12528>

Zubaidah, Neneng. (2014). 80% guru TK belum S1 atau D4. *Sindo News*. Retrieved from: <https://nasional.sindonews.com/read/843392/15/80-guru-tk-belum-s1-atau-d4-1394566478>