PREVENTION OF SEXUAL VIOLENCE THROUGH PUBERTY EDUCATION AT SDIT MUTIARA INSAN BEKASI REGENCY

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ABSTRACT
Compared to a few decades ago, puberty now happens earlier, and the frequency of sexual assault is rising wildly. The purpose of this study is to examine how puberty education affects high-grade elementary school students' awareness of sexual assault prevention. With a facilitator in each class, the research design employs a quasi-experimental format of concurrent lectures and conversations lasting 60 minutes. 22 fourth-graders, 31 fifth-graders, and 31 sixth-graders make up the participants. Ten true-false questions from a pre-and post-test were used to gauge knowledge. The T-test was utilized in data analysis. The understanding of high school students significantly increased (P value 0.0001). All class discussions showed an exceptionally lively exchange of thoughts, and several students were particularly aggressive and engaged in raising issues of psychological (the recognition and control of emotions) and social (interpersonal connections and communication) interest. Continuous education is important, along with teaching strategies that are not the same as pedagogy or andragogy but rather suitable for the typical characteristics of adolescents.

Keywords: education, elementary school, puberty, sexual, violence

INTRODUCTION
In many cultures and societies, including Indonesia, discussions about sexuality-related topics are often considered taboo, especially in elementary schools and among young children (1). It's worth noting that attitudes and norms around discussing sexuality are evolving, and there is a growing recognition of the importance of comprehensive and age-appropriate sex education. In recent years, there has been a push for more inclusive and informative sex education programs that help young people develop a healthy understanding of their bodies, relationships, and consent (2). However, the
extent to which these changes have been implemented can vary widely depending on the cultural and societal context.

The signs of puberty now appear at an early age; some cases indicate that the diagnosis began to be enforced before the age of five. There has been a trend of earlier onset of puberty in some individuals, and cases of precocious puberty (puberty starting before the age of 8 in girls and before the age of 9 in boys) have been reported. Precocious puberty is a medical condition where the body begins to undergo the physical changes of puberty at an unusually young age. It's important to note that while early puberty can be influenced by various factors, including eating habits and media exposure (3), it is still considered a medical condition in cases where it occurs before the typical age range. Early intervention and medical evaluation are important to ensure that any underlying causes are identified and managed appropriately.

Unquestionably, teacher professional development is essential to ensuring that educators are given the tools they need to successfully meet the learning needs of students in the twenty-first century. The issues raised regarding meaningful learning, behavior change, habituation, and pedagogical and content competence are all crucial factors in contemporary education. Improved teaching techniques and better student learning outcomes can result from teacher professional development programs. Educators must stay informed, flexible, and dedicated to giving their students the best learning opportunities as the educational landscape changes constantly.

Puberty is thought to have a strong connection to sexuality. To prevent sexual violence, comprehensive puberty education is given to students on their needs and developmental stages. Children, especially those in elementary school, need role models both at home and at school because they generally think concretely and learn best by imitation (4). Puberty education aims to foster and uphold moral behavior (including sexual behavior), specifically sexual abstinence. The purpose of this study is to examine how puberty education affects high-grader elementary school student's knowledge of sexual violence prevention.

METHOD

The research design uses a quasi-experimental format of concurrent lectures and conversations lasting 60 minutes, with a facilitator in each class. Intervention and data collection were carried out on 18 July 2023 at SDIT Mutiara Insan, an Islamic-based elementary school with a high-quality standard (granted an A accreditation from the Ministry of Education). The participants were the total sample of higher-graders, consisting of 22 fourth graders, 31 fifth graders, and 31 sixth graders. The knowledge was evaluated using ten true-false questions from a pre-and post-test. Specific signs of puberty, the types and likelihood of sexual violence, prevention strategies, and the awareness and regulation of emotions are among the topics that are covered in the questions. Data analysis employed the T-test.
RESULTS AND DISCUSSION

The 84 respondents who provided information had a median age of 10 years. At the end of the intervention, the student's knowledge score was 6.8 with a standard deviation of 1.56 and a variation of 3-10 (Table 1).

Table 1. Age Distribution and Student Knowledge

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
<th>Minimum-Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>10,3</td>
<td>10,0</td>
<td>0,98</td>
<td>9-14 years old</td>
</tr>
<tr>
<td>Level of Knowledge</td>
<td>6,8</td>
<td>7,0</td>
<td>1,56</td>
<td>3-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>p-value</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>5,94</td>
<td>1,48</td>
<td>0,16</td>
<td>0,0001</td>
<td>84</td>
</tr>
<tr>
<td>Post-test</td>
<td>6,82</td>
<td>1,56</td>
<td>0,17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the intervention, there was a significant increase in knowledge (Table 2). The intervention's process evaluation revealed very dynamic interactions (Fig. 1).

Specific signs of puberty

Nearly all of the specific puberty symptoms, especially physical changes, can be named by participants. Some people still do not understand the psychological and behavioral changes that take place, though. Some participants found the behavior of their friends to be annoying and unpleasant. The individual in question, on the other hand, finds his behavior amusing.
The facilitator demonstrates how to recognize behavioral, emotional, and physical changes along with their effects. For instance, differences in the size and shape of a female's and a male's bodies, as well as reproductive processes and the requirement to cover private parts. Considering that the processes that take place are specific to each individual, participants are also urged to respect variations in physical size and shape because the processes that occur are unique to each person.

Teenagers have a low level of knowledge regarding specific puberty symptoms, according to the SKRRI 2017 data. Less than 10% of teenagers are aware that increased sexual desire is one of the signs of puberty (5). Only 65 to 80% of young people engage in abstinence behavior, despite national survey data showing a range of 90-95% (6,7). Puberty education-based behaviour change interventions are crucial and urgent (4,8,9).

The various forms, potential, and methods for preventing sexual violence

There is still a critical need for education and awareness of the various types and manifestations of sexual violence. Participants learned that simple acts like other people whistling and making sexually suggestive comments can be reported as harassment. Punishment for peeking into private areas or activities, such as rooms and bathrooms, may also have sexual overtones. To increase awareness, foster safe environments, and prevent harassment, education about the various types and forms of sexual violence is essential. It's critical to inform people about sexual violence, harassment, and inappropriate behavior and give them the tools they need to act when they see or experience it.

Children can only focus their attention for 10 to 20 minutes at a time, so special teaching techniques are needed to prevent learning failures (10). To lessen the issue of failure to thrive and mistakes in student patterns and parenting patterns, various efforts are required (11). Additionally, educators must enhance their pedagogical abilities, material knowledge, and support for students' self-assured communication. It was noted that more than half of the participants had experienced menarche and wet dreams; consequently, there is an urgent need for knowledge about puberty, and teachers must impart the most recent knowledge through scientific and technological advancements (12).

The awareness and regulation of emotions

Participants learn how to identify emotions, their symptoms, and a variety of other ways to express them. The facilitator also talked about how holding one's emotions in can hurt oneself while expressing them excessively can hurt others. The learning experience is a valuable and important aspect of emotional intelligence education. Teaching people how to recognize, comprehend, and control their emotions is an essential life skill that can have a positive effect on their interpersonal relationships, general well-being, and mental health.

The first step towards developing emotional intelligence is to assist participants in identifying and labeling their emotions. This entails growing in emotional awareness and developing the ability to
recognize various emotions, including joy, sadness, anger, fear, and more. Understanding the behavioral and physical signs of the various emotions can also offer insightful information. The facilitator also talks about how no emotion is right or wrong or positive or negative. Certain emotions are required in particular circumstances. When potential danger threatens, a person who lacks fear, for instance, won't flee the scene or call for assistance. Therefore, while fear is common, kids must learn how to avoid and prepare for it.

After that, it's crucial to learn healthy and productive ways of expressing emotions. People need to be aware that suppressing their emotions can have detrimental effects on their mental and emotional health. It can be empowering to promote open communication and the discovery of suitable outlets for emotional expression, including words, artwork, writing, prayer, recitation of the Holy Qur'an, participating in sports, or other activities.

Throughout life, it's normal to feel a variety of emotions, both good and bad. Positive emotions can improve quality of life and contribute to general well-being if one embraces and enjoys them (13). The students also can get support from friends, family, or a mental health professional if they ever find themselves struggling with negative emotions. Children must perform numerous repetitive and varied activities. They will choose which activities to enjoy, be completed easily, produce excellent products, and may later become professions where they can earn money or non-material results (14–16).

CONCLUSION AND SUGGESTIONS

Comprehensive puberty education treatments have been shown to improve students' understanding of the detection, prevention, and awareness of sexual assault. Continuously engaging all kids in activities is necessary to bring about behavioral changes and improve students' ability to recognize sexual assault. Promoting a comprehensive understanding of sexual violence and its various forms is an essential step toward creating safer and more respectful environments for all individuals. It's important to approach these topics with sensitivity, empathy, and a commitment to fostering positive change. Discuss strategies for preventing sexual violence, including bystander intervention, fostering respectful communication, and creating a culture of consent and respect can be performed at elementary schools.

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