ABDIMASNU: Jurnal Pengabdian kepada Masyarakat
HTTPS://EJOURNAL.IIKNUTUBAN.AC.ID/INDEX.PHP/ABDIMASNU
E-ISSN: 2774-3470
VOL. 6 NO.1, January, Page. 17-23

"SCHOOL-BASED CHILD SELF-PROTECTION PROGRAM (C-SPOSA) TO PREVENT SEXUAL ABUSE IN PRIMARY SCHOOL CHILDREN"

Jum Natosba[1)]*, Jaji[2)], Nurna Ningsih[3)], Herliawati[4)], Dian Wahyuni[5)]
[1,2,3,4,5]**Nursing Department, Faculty of Medicine, Universitas Sriwijaya**
natosba@fk.unsri.ac.id

Article Info:
Submitted:
Accepted:
Published:

Handling Editor:

Keywords:
Children,
games,
picture storybooks
school-based,
singing,
sexual violence,
storytelling,
,

ABSTRACT

Background: Sexual violence against children, whether girls or boys, must not be tolerated. Sexual violence against children can occur anywhere and anytime, and can be perpetrated by anyone, whether it is a family member, school staff, or others. Therefore, children need to be equipped with proper knowledge of sexuality so that they can be protected from sexual violence. This activity aims to increase students' knowledge at SD Negeri 79 Praumulih School. Method: This community service activity is carried out in several stages, including preparation, implementation, which involves the implementation of Comprehensive Sexual Violence Prevention Education for children, and evaluation and assessment of the activity results. The School-Based Child Self Protection For Sexual Abuse (C-Sposa) program combines illustrated storybooks, challenge games, the song " dua mata saya," and the song "ku jaga diriku" with the storytelling delivery method. The C-Sposa program activities are conducted indoors thru games to make the delivery more engaging. Result: The outcome of these activities is effective, as the participants showed enthusiasm in following the activities. Participants were able to answer questions correctly 91% of the time, and several students were able to complete the challenge games well. Conclusion: The C-Sposa Program is one of the effective ways to develop children's cognitive (knowledge), affective (feelings), social, and conative (appreciation) aspects, as well as a means to instill values in children without the need to preach to them. It is hoped that this activity can be carried out periodically so that more students are educated about the prevention of Sexual Violence Against Children.

1. INTRODUCTION

Children also have human rights that must be recognized and respected by society; during their physical and mental development, children require special care, protection, and legal protection before and after birth [1]. However, despite the numerous regulations, their implementation has not been maximized, resulting in Indonesian children not being fully protected. Violence against children nowadays often occurs and threatens children. Violence manifests in various behaviors, threatening the physical and psychological well-being of children. One of the forms of violence that children often experience is sexual violence.

Sexual violence generally occurs in the child's surroundings, namely the home and school environments. Children do not

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

ABDIMASNU: Jurnal Pengabdian kepada Masyarakat
HTTPS://EJOURNAL.IIKNUTUBAN.AC.ID/INDEX.PHP/ABDIMASNU
E-ISSN: 2774-3470
VOL. 6 NO.1, January, Page. 17-23

yet understand the concept of sex and sexual harassment and are not able to articulate those unpleasant experiences as forms of violence, let alone as forms of harassment, due to their limited knowledge and narrow understanding of matters related to sexuality [2]. According to the Annual Report of the National Commission on Violence Against Women in 2020, violence against women during the COVID-19 pandemic increased by 21% (1,731 cases), with the most prominent cases being harassment, which included 229 cases of rape, 166 cases of molestation, 181 cases of sexual harassment, and 962 cases of sexual violence [3]. 42-58% of these criminal offenses involved child victims, and in 2019, KPAI found cases of sexual abuse against children totaling 123 victims occurring in educational institutions (71 girls and 52 boys) [4]. 42-58% of those child rights violations are sexual crimes against children, and 80.23% of the perpetrators of sexual violence against children are close acquaintances, while 19.77% are strangers.

Some of us hear that the victims of sexual violence are women and the majority of the perpetrators are men. However, the fact is that men can also experience sexual violence, but cases of sexual violence experienced by men are often not taken seriously. Men who experience sexual violence mostly choose to remain silent because the societal environment still believes that men being victims of sexual harassment is unreasonable, and those who become victims will be considered weak and unable to protect themselves [5]. Cases of sexual harassment often occur at the elementary school level because elementary school children are a vulnerable group, easily influenced, provoked, and lacking knowledge about sexual education, with the majority of perpetrators being teachers (90%) [4]. Moreover, the taboo perception that has developed in society makes parents feel embarrassed and reluctant to discuss matters related to sex with their children.

Several studies show that education can enhance a person's abilities, one of which is thru storytelling. Research proves that storytelling is very suitable for children and reduces stress in children aged 4-10 years by 86.7% [6]. Based on this phenomenon, the community service team is interested in combining storytelling with picture books, games, and singing into the Child Self Protection For Sexual Abuse (C-Sposa) program.

2. METHODE

The implementation of this community service consists of several stages, including:

1. Preparation At this stage, the community service team undertakes several important tasks, namely:
   a Obtaining permission from SDN 79 Prabumulih, which is the target for improving knowledge about self-protection against sexual abuse.
   b Designing the C-Sposa Program materials (storybooks and storytelling) that contain information on prevention measures children can take to avoid sexual abuse.
2. Activity Implementation The activities are divided into several stages, namely:
   a. Planning the C-Sposa program during the agreed-upon class hours

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

ABDIMASNU: Jurnal Pengabdian kepada Masyarakat
HTTPS://EJOURNAL.IIKNUTUBAN.AC.ID/INDEX.PHP/ABDIMASNU
E-ISSN: 2774-3470
VOL. 6 NO.1, January, Page. 17-23

with the teachers. The following are the materials developed in the C-Sposa program:

1) Storytelling illustrated storybooks and playing challenge games to mediate the provision of information about the differences between boys and girls, how to take care of the body from head to toe and how to wash hands properly, inviting children to recognize and observe body parts that should not be touched by others and explaining under what circumstances private body parts can be touched by others, recognizing safe touch boundaries, and being wary of suspicious individuals.
2) Singing mediates the provision of information about understanding body parts and functions by singing "Dua Mata Saya" and recognizing safe touch boundaries by singing " sentuhan boleh dan tidak boleh."

b. The next activity is to evaluate the knowledge and attitudes of students before the C-Sposa program is implemented (pre-test questionnaire).
c. The subsequent activity is the implementation of the C-Sposa program in the classroom, which has been determined according to the agreed-upon sessions and methods with the teachers. d. After completing the C-Sposa program, a qualitative and quantitative evaluation in the form of a post-test is conducted.
3. Follow-up Plan This activity is aimed at teachers in the school, conducting a consensus on the perception of sexual abuse in schools and how to handle it if it occurs in the school. Follow-up Plan This activity is conducted with the target being teachers at the school, aiming to align perceptions regarding sexual abuse in schools and how to handle it if it occurs. This activity will also be complemented with a special booklet for teachers to serve as a guide in the school. The distribution of game equipment and booklets for students and teachers will be provided as learning tools in the school.

The target audience for this community service program is the first-grade students and teachers at SD Negeri 79 Prabumulih, totaling 33 students and 17 teachers. The C-Sposa program is a combination of several media, including modules for teachers as a guide to prevent sexual violence in schools, illustrated storybooks combined with challenge games and singing, which are given to students thru storytelling.

3. RESULTS AND DISCUSSION

The community service activity took place on October 21, 2023, attended by 33 students and 17 teachers from SD Negeri 79 Prabumulih.




Figure 1. Group photo with the target audience of the community service by the

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

ABDIMASNU: Jurnal Pengabdian kepada Masyarakat
HTTPS://EJOURNAL.IIKNUTUBAN.AC.ID/INDEX.PHP/ABDIMASNU
E-ISSN: 2774-3470
VOL. 6 NO.1, January, Page. 17-23

students and teachers of SD N 79 Prabumulih




Figure 2. the C-Sposa program implementation activities, featuring the singing of the song "Dua Mata Saya" and storytelling.

Table 3.1 Characteristics of community service participants

Variable	f	Percentage
Gender		
a. Male	11	33,3%
b. Female	22	66,7%
Age		
a. 6 years old	25	75,8%
b. 7 years old	7	21,2%
c. 8 years old	1	3%

Source: Primary data on community service in 2023

Table 3.2 Level of knowledge before and after the C-Sposa intervention on the prevention of sexual violence against children

Level of knowledge	Pre-Test Score (%)	Post-Test Score (%)
High	24	91
Low	76	9

Source: Primary data on community service in 2023

According to the analysis of the service team, the low knowledge results of the students before the C-Sposa intervention were due to the students not knowing about the prevention of violence against children. Therefore, it was necessary to provide learning by exposing information about violence thru health promotion using aids such as illustrated storybooks combined with challenge games, songs, and storytelling, so that students could remember the information conveyed. Storytelling is a therapy that can be given to children to enhance their ability to interact with others. Storytelling is highly recommended by various experts to provide an approach to children and stimulate them to interact [6]. When using the storytelling method, the reader (teacher or parent) can discuss examples of prosocial behavior and its impacts, which is a way to build reasoning and promote positive behavioral changes.

Picture storybooks have been proven effective in enhancing children's ability to recognize situations that could potentially lead to sexual harassment and to reject inappropriate touching. This is more effective if the characters in the book are human and the message is conveyed using a "gain-framed" approach, which enhances message recall, self-efficacy, and a positive attitude toward the message [7]. Picture books designed to teach about body boundaries and sexual abuse prevention help children understand the concept of body ownership, recognize trustworthy adults, and build awareness of the importance of saying "no" [8,9]. The combination of text and images in picture books helps children process information both visually and verbally, reinforcing their understanding of the concepts being taught [10].

Additionally, the C-Sposa program also incorporates play as a medium of learning. Previous research explains that play activities, including role-playing, show moderate success in sexual violence prevention education, allowing children to practice self-protection skills in a safe and

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

supportive environment [11]. Play activities involving stories or narratives help children understand the reality of violence and respond emotionally, which increases their engagement in learning.

Teaching about body parts to young children, including the correct terminology for body parts, is an important initial step in sex education. This helps children understand their own bodies, which can enhance self-awareness and protect them from potential sexual abuse [12]. Knowledge about the body also supports the development of body schema, which contributes to the child's socio-emotional well-being, such as increased self-esteem and the ability to manage emotions [13]. Sex education for early childhood should be delivered in simple language and content appropriate to the child's stage of psychological development. This allows children to understand basic concepts of the body and sexuality without feeling confused or anxious [14,15]. Modules that focus on the human body can help children recognize their bodily functions, which is an important part of holistic and child rights-based sex education [16,17].

Studies show that sex education curricula that involve teaching about the human body significantly improve children's knowledge, positive attitudes, and practices related to sex education. Children who receive this education are better able to understand their bodies and exhibit better behavior in relevant situations. Additionally, this education also helps children develop communication skills and action strategies in situations that require self-protection [17]. Teachers and parents play an important role in delivering sex education. Modules that involve them can enhance the effectiveness of learning, as children receive consistent information at home and at school [15]. This education also helps reduce social taboos related to sexuality, which often become obstacles in providing accurate information to children [14].

The children seemed very enthusiastic about participating in this community service activity, with many of them asking follow-up questions about sexual violence. This is due to the attractive image design and the clear examples provided in the illustrated storybook, which make it easy for children to understand the sex education material conveyed by teachers or parents. The use of human body module books can have a positive impact on early childhood sex education understanding. This module helps children recognize their bodies, enhances self-awareness, and provides a foundation for healthy sex education. The combination of storytelling using illustrated storybooks and play can create a holistic learning experience, where children not only understand concepts but also practice self-protection skills.

Studies show that a sex education curriculum that involves teaching about the human body significantly increases children's knowledge, positive attitudes, and practices related to sex education. Children who receive this education are better able to understand their bodies and demonstrate better behavior in relevant situations. In addition, this teaching also helps children develop communication skills and action strategies in situations that require self-protection [17]. Teachers and parents play an

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

important role in delivering sex education. Modules that involve them can enhance the effectiveness of learning, as children receive consistent information at home and at school [15]. This education also helps reduce social taboos related to sexuality, which often hinder the provision of accurate information to children [14]. With an age-appropriate approach that involves teachers and parents, this education can support the cognitive, social, and emotional development of children comprehensively. Teachers and parents need to choose picture books that are appropriate for the child's age and needs, and support learning thru relevant play activities [8]. It is important to ensure that picture books about the prevention of sexual violence are accessible to various groups, considering their significant benefits in children's education [9].

4. CONCLUSION

The community service activity has been carried out very smoothly and well. The participants' enthusiasm in carrying out the activities was very good, and there was an increase in knowledge and attitudes. Education on preventing sexual violence against children from an early age can be conducted thru the C-Sposa program, which combines the use of picture storybooks, image search challenges, singing songs, and storytelling methods.

5. ACKNOWLEDGMENTS

A thank you note contains words addressed to parties related to community service activities. Thank you very much to the SDN 79 Prabumulih school authorities who have facilitated and directly participated in the implementation of this community service activity.

6. REFERENCES

1. Prawismo SA, Marhaeni AP, Pramuswari S, Yuniawatika Y. Pencegahan Pelecehan Seksual pada Anak Usia Sekolah Dasar melalui Media Komik Edukasi SETION. *Caruban J Ilm Ilmu Pendidik Dasar*. 2023;6(1):103. doi:10.33603/caruban.v6i1.8066
2. Ramadhanti F. Komik Edukasi Pencegahan Kejahatan Seksual Pada Anak (Comics for Preventing Children Sexual Abuse). *e-Proceeding Art Des*. 2016;3(3):697.
3. Komnas Perempuan. Lembar Fakta Kekerasan Seksual di Lingkungan Pendidikan. *Komnas Peremp*. Published online 2020:1-3.
4. Faustina ME, Djaali NA, Pambudi ES. Studi Kasus Peningkatan Pengetahuan dan Sikap Terhadap Pencegahan Pelecehan Seksual Melalui Media Video dan Leaflet Pada Siswa Sekolah Dasar di Manggarai Timur. *J Kesehat Masy Perkota*. 2021;1(1):12-22. doi:10.37012/jkmp.v1i1.539
5. Indonesia Judicial Research Society. *Kekerasan Seksual Pada Laki-Laki: Diabaikan Dan Belum Ditangani Serius*.; 2021.
6. Darmawan TC. Combination of Storytelling and Music Therapy to Reduce Stress in Children with HIV/AIDS and Discrimination in Surabaya. *J Heal Sci*. 2021;14(01):14-20. doi:https://doi.org/10.33086/JHS.V14.I1.1749 14
7. Huang S, Cui C. Preventing Child Sexual Abuse Using Picture Books: The Effect of Book Character and Message Framing. *J Child Sex Abus*. 2020;29(4):448-467. doi:10.1080/10538712.2020.1719449
8. Johnson OV, Hust SJT. Empowering narratives: Understanding consent, personal boundaries, and body autonomy in US children's picture books. *J Child Media*. 2026;20(1):173–

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456

185. doi:https://doi.org/10.1080/17482798.2025.2536265
9. Megan R. On the Rise: Picture Books as Tools for Teaching Consent and Body Autonomy. *Child Lit Educ*. Published online 2025. doi:DOI: 10.1007/s10583-025-09653-8
10. Yu X. Exploring visual perception and children's interpretations of picture books. *Libr Inf Sci Res*. 2012;34(4):292-299. doi:10.1016/j.lisr.2012.06.004
11. Bui LT, Nguyen LTB, Cao CT, Le YH. Educational methods for preventing sexual abuse among primary school students using the life skills approach. *Int J Adv Appl Sci*. 2025;12(6):127-135. doi:10.21833/ijaas.2025.06.012
12. Shahbaztabar A, Ziaei T, Khoori E, Tatari M, Kenn MC. Iranian Parent-Child Agreement on Private Body Part Names. *Sex Res Soc Policy*. 2024;21:827–835. doi:DOI: 10.1007/s13178-024-00933-4
13. Valdivieso A, Núñez-Naranjo A, Morales T. Relationship Between Body Schema and Socioemotional Well-Being in Early Childhood: A Comparative Study. In: *Information Technology and Systems. ICITS 2025. Lecture Notes in Networks and Systems*. Springer; 2025. doi:https://doi.org/10.1007/978-3-031-93106-2_23
14. Lehn EW, Chahboun S, Page AG. Purity or perversion? from taboo to fact: kindergarten teachers' reflections on age-normal sexuality. *Front Psychol*. 2023;14(July):1-9. doi:10.3389/fpsyg.2023.1212456
15. Yusuf M, Firman, Hasriadi, Mirnawati. Empowering Children through Sex Education: A Study on Kindergarten Policies in Indonesia. *Int J Learn Teach Educ Res*. 2023;22(7):434-453. doi:10.26803/ijlter.22.7.23
16. Cacciatore RSM, Ingman-Friberg SML, Lainiala LP, Apter DL. Verbal and Behavioral Expressions of Child Sexuality Among 1–6-Year-Olds as Observed by Daycare Professionals in Finland. *Arch Sex Behav*. 2020;49(7):2725-2734. doi:10.1007/s10508-020-01694-y
17. Feldmann J, Storck C, Pfeffer S. ReSi: Evaluation eines Programms zur Kompetenzförderung und Prävention sexuellen Missbrauchs im Kindergarten. *Prax Kinderpsychol Kinderpsychiatr*. 2018;67(8):720-735. doi:10.13109/prkk.2018.67.8.720

* Author Correspondence: Jum Natisba, natosba@fk.unsri.ac.id, Universitas Sriwijaya, +62 813-6741-2456