

ORIGINAL ARTICLE

Effect of Sexual Abuse Prevention Education Using Video and Song on Knowledge and Attitudes of Elementary School Students: A Pilot Study

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ABSTRACT

Introduction: Child sexual abuse (CSA) is a global public health problem. Children are vulnerable to sexual abuse due to their innocent personality and lack of knowledge. Therefore, it is necessary to provide an interesting and easy-to-understand education for students regarding the prevention of sexual abuse. This study aimed to examine the effect of sexual abuse prevention education using videos and songs on the knowledge and attitudes of elementary school students. **Methods:** The pre-experimental was used with one group pre-test and post-test design using a total sampling technique of 76 fourth to six graders of SD IV Bandung Indonesia. The intervention consisted of two sessions; in the first session, 3 videos about the prevention of CSA were shown with a total duration of 22.59 minutes, and in the second session, the group was trained to sing regarding the prevention of CSA with a duration of 2 minutes 2 seconds for 3 times. The researcher developed the instrument with an attitude reliability test value of 0.815 and knowledge of 0.61. The data of knowledge and attitudes were analyzed using univariate and bivariate paired t-test. **Results:** The average post-test score of knowledge (7) and attitude (12.68) was significantly higher ($p < 0.001$) than the pre-test (6 and 12.03). **Conclusions:** The video and song interventions had potentially improved students' knowledge and attitude regarding the CSA. Meanwhile, it could be an alternative prevention of CSA. A further study with a strong design was recommended.

Keywords: Attitude, Child Sexual abuse, Knowledge, Prevention, Song, Video

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INTRODUCTION

Child sexual abuse (CSA) is an important global social problem (1, 2). CSA is all forms of involving children in sexual activities where they do not understand, have not been able to give consent, are not mentally prepared, and are considered things that violate the law and are taboo in society (3). CSA will cause serious long-term adverse effects for children, including various behavioral and emotional problems, increased risky sexual behaviour and revictimization, increased other psychosocial effects (4, 5), more likely to experience anxiety, personality, and behavioural disorders (6), substance abuse, and poor mental and physical health (8-10), and threaten the safety of children and even their life (7, 8). Most of the victims are children, and this happens because children are considered weak, helpless, and have a high dependency on adults (9). The bad impact of CSA on victims is not only in psychological aspects, but all

aspects that can damage their future.

The worldwide prevalence of CSA is staggering, with an estimation of one in four girls and one in 20 boys experiencing CSA before late adolescence (10). Between 8%-31% of girls and 3%-17% of boys experience CSA worldwide (11), although estimates of the actual number are likely to be much higher (12). This figure represents the percentage of the population under 18 who experienced one or more forms of CSA (13). A review of 40 studies of CSA in 14 countries concluded that approximately 15% of girls and 10% of boys experienced at least one form of CSA in childhood (14). The age with the most significant risk for CSA is pre-adolescence and early puberty, especially in elementary school (15). Asia ranks second in the highest prevalence of child abuse worldwide (16). Indonesia is one of the countries in Asia where the prevalence of CSA increases every year, specifically in 2011 (329 children), 2012 (746 children), 2013 (525 children) (17). Bandung is one of the districts in West Java, Indonesia that is experiencing CSA problems. The increasing prevalence of CSA supports the need for prevention and response to CSA (18).

The central and local governments have made efforts to save children from CSA by creating a Child Protection Act number 23 of 2002 and a child eligibility program. However, the protection of children is still far from expectations. Efforts to protect children from sexual abuse are needed, which is the prevention of CSA. One of these efforts is school-based CSA prevention. Children's self-protection skills and knowledge can be improved through school-based CSA prevention programs (15). Schools are an appropriate system for program delivery because the program can be universally implemented at a relatively low cost (19). Schools play an important role in preventing CSA (20) because the students are the nation's next generation whose population is quite large, have a long life expectancy, and have the opportunity to instill health values.

Efforts to prevent CSA are in the form of strengthening education by providing CSA prevention education using video and song. Previous studies showed that videos are proven to be effective in increasing the knowledge of elementary school children in Turkey (20), increasing the knowledge and self-protection of CSA of the students in South Korea (21), and affecting a person's behaviour (22). In addition to videos, songs can be used as an interesting learning media for children. Ogunsile's research proved that songs are effective for improving the knowledge and attitudes of the students (23). Songs help students memorize and potentially enhance learning by helping them feel relaxed and accepted in stressful situations, engaging students through multiple modes (verbal vs nonverbal) and modalities (auditory vs visual vs kinesthetic) simultaneously, as well as challenging students to integrate and "own" the material through the song lyrics (24). Thus, providing Education through video and songs might effectively improve students' knowledge and attitudes.

So far, CSA prevention interventions are primarily carried out in western and developed countries (2), rarely in developing countries including Indonesia. In comparison, the level of sexual abuse is higher in developing and non-western countries (2) due to poverty, marginalization, discrimination, urbanization (25). Research related to CSA is rarely found in Indonesia (26), so it is necessary to have a CSA prevention program in Indonesia (26). There are also not many studies that combine both video and song methods in implementing CSA prevention interventions. Therefore, this study aimed to examine the effect of sexual abuse prevention education using videos and songs on the knowledge and attitudes of elementary school students.

MATERIALS AND METHODS

Study Design

This research was a pilot study using pre-experiment with one group pre and post test design.

Sample and setting

The sample in this study was 76 fifth and sixth graders students of SD IV Bandung, West Java, Indonesia. The sampling used a total sampling technique. The inclusion criteria of the respondents were elementary school students in grades IV-VI, able to read and write, received parental approval to participate in the study, while the exclusion criteria were students who were sick, unable to read and write.

Intervention

The prevention education material in this study focused on children's understanding and attitudes on self-protection skills from CSA. Educational intervention using videos and songs about CSA prevention efforts included understanding sexual crimes against children, the importance of self-protection skills, not being easily persuaded, following parental messages, informed parents about anything, body parts that must be protected using simple language that could be easily understood by children. The intervention consisted of two sessions. In the first session, respondents were given three short videos related to personal protection and CSA prevention once with a total duration of 22.59 minutes. Respondents were given education through a puppet video entitled "How to Prevent CSA at an Early Age" with a duration of 4 minutes 41 seconds, then a video image titled "The History of Geni" with a duration of one minute 58 seconds, and then a puppet video entitled "Prevention of CSA" with a duration of 16 minutes 6 seconds. Then continued with the second session to train students to sing the song "Sentuhan Boleh, Sentuhan Tidak Boleh" with a duration of 2 minutes 2 seconds three times. Before and after the intervention, the student's knowledge and attitudes were measured using the instrument. Knowledge measurement was carried out immediately after the intervention ended, while attitude measurement was carried out one week after the intervention.

Data collection and Research Instruments

The research was conducted from February 2018 to December 2018. The researcher explained the purpose and benefits of this research to teachers, respondents' parents, and respondents. At the same time, the respondents filled out the questionnaire (20 minutes). Data collection was done by filling out the instrument developed by the researcher including 1) individual data; 2) knowledge consisting of seven questions with correct and incorrect answers with a value of 1 if the answer was correct and 0 if the answer was incorrect. Score range from zero to seven; 3) attitude consisted of 13 questions measuring the extent to which students agree or disagree with the assessment in protecting themselves from CSA. The instrument had been tested for content validity by critical and maternity experts. The instrument trial was conducted on 20 students in grades four to six in elementary school. The result of the

validity test of the knowledge instrument was between 0.61 – 0.88 and the attitude instrument was between 0.624 – 0.826. The result of the attitude reliability test was 0.815 and knowledge reliability test was 0.61.

Data Analysis

Data were analyzed using univariate analysis and paired t-test ($p < .05$) for knowledge and attitudes of elementary school students. Overall, knowledge was divided into two categories, namely good (score $\geq 85\%$) and bad (score $<85\%$). The overall attitude was divided into two categories using the median, namely supporting (score $\geq 75\%$) and not supporting (score $<75\%$).

Ethical Issues

This study was confirmed in the ethics committee of Universitas Padjadjaran No: 1085/UN6.KEP/EC/2018. All participating parents signed a consent form before their children filled out the questionnaire. The participation of all students in this study was voluntary. If there were students who did not wish to continue their participation, they could withdraw from the study.

RESULTS

Most of the respondents were female with a total of 48 students (63.2%). Almost half of the respondents are 11 years old with a total of 37 students (48.7%) (Table I). The variable of knowledge level, there is a difference in the frequency of the knowledge level before and after the intervention from good category 67.1% to 94.7% (Table II). There is also a difference in attitude before and after the intervention in the supportive category from 86.8% to 100% on the attitude variable. There is a significant difference in the Mean of knowledge level before and after the intervention from 6.47 to 6.95 (Mean Differences = -.474) ($p < .001$). There is a significant difference in the Mean of attitude before and after the intervention from 12.03 to 12.68 (Mean Differences = -.658) ($p < .001$) (Table III).

Table I: Frequency distribution of respondents characteristics (n= 76)

Characteristics	f	%
Gender		
Male	28	36.8
Female	48	63.2
Age		
9 years old	3	3.9
10 years old	24	31.6
11 years old	37	48.7
12 years old	10	13.2
13 years old	2	2.6

DISCUSSION

This study has provided some insight into the level of knowledge and attitudes of school-age children about CSA. The results after the intervention showed that

Table II: Frequency distribution of respondents knowledge and attitude levels (n= 76)

Variable	Pre-Test		Post Test	
	f	%	f	%
Knowledge				
Less	25	32.9	4	5.3
Good	51	67.1	72	94.7
Attitude				
Unfavourable	10	13.2	0	0.0
Favourable	66	86.8	76	100.0

Table III: Mean differences of respondents knowledge and attitude level

Variable	Mean	SD	Mean Differences	t	p
Knowledge					
Pre-Test	6.47	0.871			
Post Test	6.95	0.225	-.474	-5.334	0.00
Attitude					
Pre-Test	12.03	1.286			
Post Test	12.68	0.468	-.658	-6.573	0.00

there was an effect of educational videos and songs on students' knowledge and attitudes. This increase showed that the education implemented was successfully increased students' knowledge and attitudes towards a better direction. Interventions can improve students' knowledge and attitudes (27, 28). The intervention used in this study was a song entitled "Sentuhan Boleh, Sentuhan Tidak Boleh". The song contained a message for children to protect themselves from sexual abuse where the lyrics were presented in simple language, easy to comprehend, accompanied by a tone that could attract students' interest to learn it. Songs and music are interesting media. They are easily stored in the students' memory. This study is in line with Neherta et al. regarding the use of Minang language songs. The study showed that songs can increase children's knowledge and assertiveness towards primary prevention of sexual abuse for elementary school students in the city of Padang, Indonesia (29), where songs in Minang language are more accepted and understood by these elementary students. Furthermore, video is an interesting information tool for students so that the message conveyed in the video will be easily accepted by students. Health messages contained in videos are effective for health promotion messages among children (30). The combination of providing information through videos and songs will strengthen children's memory absorption to receive information on preventing sexual abuse that is conveyed to them. Music videos are one of the most popular media (31), which are loved by children of all ages.

The intervention certainly needs to be carried out continuously. Therefore, it would be better if the intervention involved parents or teachers. According

to Zollner, children and adults should be involved in the ongoing prevention of CSA (32). The advantage of this research is educational media that combines songs and videos, which are the latest media and are preferred by school-age children. Thus, it is necessary to develop research to the next stage by involving a wider sample range and involving parents and teachers in the prevention of CSA.

One of the limitation of this study is the study used only the experimental group and no control group. In addition, the number of samples was not randomized. The sample was children aged 9–13 years old without involving the teachers and parents as study variables.

CONCLUSION

Educational videos and songs are interesting media to convey information related to CSA prevention for children. Based on the study results, the intervention of videos and songs on CSA prevention had potentially improved the level of knowledge and attitudes of elementary school students. Therefore, further research is recommended involving children, parents, and teachers using RCT design using videos and songs into social media applications to increase awareness and prevent CSA in elementary schools.

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