

Early Childhood Sexuality Education as an Effort to Prevent Sexual Violence Against Children: A Community Service Study in Bonosari Village

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ABSTRACT

This article highlights the urgency of early sexuality education as a preventive effort against child sexual violence, which remains a significant issue in Indonesia. The "I Love My Body" community service program, initiated by KKN students at SDN Bonosari, was designed to improve children's awareness and understanding of self-protection. Using interactive learning methods such as videos, body zone posters, and songs the program teaches children to identify body parts that are private, recognize inappropriate touches, and develop the confidence to refuse and report. The age-appropriate and engaging approach not only increases knowledge but also encourages active participation from students, making the lessons more memorable. Findings show that the program effectively enhances children's ability to protect themselves and strengthens their resilience in facing social challenges. This underscores the importance of innovative, child-centered sexuality education in preparing young learners to enter adolescence with awareness, confidence, and a stronger sense of personal safety.

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1. Introduction

Children are the nation's assets who must be protected and nurtured to grow and develop optimally (Rachma, 2022). One of the most basic forms of protection is to protect children from violence, especially sexual violence. Cases of sexual violence are still rampant in Indonesia and in all age groups, especially children (Napitupulu & Julio, 2023). Unfortunately, perpetrators of sexual violence often come from the children's own immediate environment. Therefore, early education is essential to instill understanding (Wiharti & Hanif, 2025).

Education about self-protection for children is a preventive measure that can minimize the risk of sexual violence (Nito et al., 2021). This education is not intended to introduce taboo subjects in a vulgar manner, but rather emphasizes how children can recognize their own bodies, understand which parts of the body should and should not be touched, and have the courage to refuse and report any inappropriate behavior. Thus, early childhood sexuality education is not just a necessity, but an

absolute requirement (Arlini & Hanif, 2025; Wijayanti et al., 2023).

As part of society, students have a social responsibility to make a real contribution, one of which is through Community Service Learning (CSL) activities (Erlina et al., 2023). Through CSL, students not only implement the knowledge they have gained in the classroom, but also become agents of change in addressing issues in society (Nurhasanah et al., 2024). The self-protection education program with the theme "I Love My Body" implemented in Bonosari Village is a concrete manifestation of student involvement in efforts to prevent sexual violence against children (Hanif et al., 2025).

Based on the above description, this article aims to describe the implementation of the Self-Protection Education program for students at Bonosari Elementary School. The discussion focuses on the implementation methods and their implications for children's understanding of self-protection. Thus, this study is expected to contribute to the development of a child protection education model in the wider educational and community environments.

2. Methods

This study uses a descriptive qualitative approach with the Asset-Based Community Development (ABCD) method (Ali, 2022). This method was chosen because it is in line with the objectives of community service, namely utilizing the internal potential and assets of the community for the success of the "I Love My Body" self-protection education program for elementary school children.

The implementation of activities was carried out through five main stages in the ABCD (Asset-Based Community Development) method (Hikmah & Darwis, 2024), including:

1. Discovery (Finding Assets)

This involved KKN students, together with the school and the Bonosari Village community, identifying existing assets, such as teacher support, school equipment, and the enthusiasm of the children as program participants.

2. Dream (Formulating Dreams)

Together with teachers and parents, students formulated a common goal, namely to create children who are aware of the importance of taking care of their bodies and are able to protect themselves from inappropriate touching.

3. Design (Designing the Program)

Educational activities were designed using simple but interesting media, including interactive stories through cartoon videos, body zone posters (red, yellow, green), role play, and educational games.

4. Define/Destiny (Implementation and Establishment)

The "I Love My Body" program was implemented for elementary school children in grades 1-6, divided into two sessions: the first session for grades 1-3 and the second session for grades 4-6, through participatory learning sessions, with the assistance of teachers and observation by KKN students.

5. Delivery (Evaluation and Sustainability)

After implementation, an evaluation is conducted in the form of observing children's responses and discussing with teachers regarding the sustainability

of the program so that it can be applied in school learning on a regular basis.

In addition to the above stages, the learning objectives in this activity are formulated using the ABCD (Audience, Behavior, Condition, Degree) approach in education (Mualifah et al., 2025):

1. Audience (A): Elementary school children in grades 1-6 at Bonosari Public Elementary School
2. Behavior (B): Able to identify body zones (red, yellow, green) and demonstrate the courage to refuse inappropriate touching.
3. Condition (C): After participating in educational activities using interactive storytelling media through cartoon videos, interactive posters, role-playing, and games.
4. Degree (B): At least 80% of children can understand and answer simple questions about body parts that can and cannot be touched.

3. Literature Review

Sex education plays an important role in preventing sexual behavior and crimes. Through early sex education, children are given an understanding of gender, personal boundaries, the body, and the consequences of responsible actions. This understanding helps protect them from various forms of abuse. Children need to receive education about sex both formally and informally in order to prevent inappropriate sexual behavior and violence. Sex education also plays a role in increasing children's awareness of their boundaries and rights, so that they are better able to recognize and avoid risky situations (Amalina & Masyithoh, 2024).

In line with the Real Work Lecture Program (KKN) of the Prof. K. H. Saifudin Zuhri State Islamic University of Pruwokerto, a socialization program was held for elementary school children in Bonosari, Sempor District, Kebumen Regency. The focus of this activity was to educate them about "self-protection and sexual education." The main objective of this activity was to increase knowledge and awareness about self-protection and sexual education. The event involved various relevant parties in the outreach activity.



photo when opened by the host

During the outreach activities, the speakers presented various prepared materials related to self-protection and puberty. The activity began with an

introduction to the concept of self-protection, which included a basic understanding of children's rights over their own bodies. The explanations were delivered in simple but meaningful language so that all children, including those in lower grades, could understand the importance of self-protection. Children were encouraged to realize that not all forms of touch are good and that they have the right to refuse if they feel uncomfortable. This is important so that children have the awareness and courage to protect themselves from an early age.



Photo during the presentation of material

The presentation began and was opened by the speaker, who explained the meaning of self-protection and the importance of taking care of oneself. To facilitate the explanation of safe and unsafe body parts, an educational video was shown. This video emphasized how important it is for children to know their body parts and the differences between males and females. The importance of saying “no” if feeling uncomfortable, being more cautious around strangers, dangerous places, and not trusting others (Lingamara, 2022), as well as how to report suspicious behavior to a trusted adult. The presentation used attractive visuals and simple language to make it easy to understand. (Oresti & Diwenia, 2024) state that providing educational videos can increase children's understanding of sexual abuse prevention. Showing animated videos to young children is an effective method of conveying information that is easy for them to understand. This is because the images attract children's attention. With animated videos, children can more quickly understand and absorb the information being conveyed (Mariyona et al., 2023).



Photo of Watching Educational Videos Together

After watching the video, the session continued with an introduction to body zones based on three color categories: red zone (cannot be touched), yellow zone (requires permission and caution), and green zone (safe to touch). This explanation was supported by picture cards distributed to the children as visual aids. The children were asked to interactively classify body parts into these zones. This activity aimed to strengthen the children's memory of the areas of the body that must be protected. The students' response was very positive; they appeared active and engaged in the discussion process.

The introduction of the jargon Tolak, Lari, Lapor (Refuse, Run, Report) has a profound meaning so that children are more courageous in refusing and reporting incidents to trusted adults. The activity continued with singing a song about acceptable and unacceptable touching, accompanied by body movements that illustrate the message of the song. The song has simple and repetitive lyrics so that it is easy for students to remember, especially those in the lower grades. The children sang the song while imitating the movements with enthusiastic and cheerful expressions. Through the song, the message about self-protection was conveyed in a fun way without making the children feel afraid. This creative approach proved to be effective in helping children understand important concepts through methods appropriate for their age. The children understood what kind of touching is acceptable and unacceptable, as well as examples of this and what to do when faced with a threatening situation. (Pembelajaran et al., n.d.) For students in grades 1–3, the material is presented using a simpler and more contextual approach. The case studies used are everyday situations, such as playing with friends or interacting with adults. The instructor explains and guides the students in recognizing safe and unsafe actions and how to respond to them. The material is presented carefully so that children can easily understand it and do not misinterpret it or become frightened.

Meanwhile, for students in grades 4–6, the material is presented with the addition of discussions about puberty and bodily changes. Children are encouraged to recognize the signs of puberty in a positive way so that they do not feel

embarrassed or confused. The presenter explains that physical and emotional changes are natural and important to understand as part of self-protection. Children are also taught the importance of maintaining privacy, personal hygiene, and recognizing the limits of social interaction. With this approach, students begin to be equipped with the readiness to face adolescence with more confidence.



Photo during a quiz with the children

In addition to presenting the material, there are also quiz sessions and educational games designed to review the material in a fun way. The quizzes contain questions about body zones, types of touch, and appropriate attitudes in certain situations. The children are enthusiastic about answering and learn from their mistakes and their friends' answers. The games used also test speed and accuracy of thinking, such as guessing body zones and singing songs about acceptable and unacceptable touch. This method helps children reflect on their understanding actively and collaboratively.

Overall, the self-protection education program at Bonosari Elementary School ran smoothly and received positive feedback from the students. The material presented is appropriate for the developmental needs of children, and the teaching techniques used have succeeded in creating a comfortable and interactive atmosphere. The variation in approach between lower and upper grades has had a positive effect in adjusting to the students' level of understanding. The children have shown progress in their understanding of the importance of self-protection and are able to identify actions that should be avoided. In addition, the active participation of students during the program shows that the strategies used are very effective.



Photos of handprints of all participants, teachers, and KKN students

To conclude, a handprint activity was conducted as a form of rejection of sexual abuse. This activity is expected to be the first step in creating a culture of self-protection awareness in elementary schools. Through habits formed from an early age, children will be better prepared to face various social situations with an understanding of their bodily rights. This type of education also creates opportunities for dialogue between children, teachers, and parents on sensitive issues that are very important. Recommendations for the future include involving parents in the same sessions and monitoring children's understanding on a regular basis. In this way, sex education focused on self-protection can be more sustainable and comprehensive.

4. Results and Discussion

The results of the study show that children at SDN Bonosari are able to recognize several body zones (red, yellow, green) through educational media such as animated videos, illustrated posters, games, and practical activities. This fact shows that innovative and interactive approaches to delivery have proven effective in improving children's understanding of self-protection. Children do not only receive information passively, but they also participate actively so that the message is easier to remember (Pratiwi & Hening Y., 2021). On a larger scale, early childhood sex education can be used as a preventive tool to reduce the number of cases of sexual violence against children, especially if it is implemented consistently in schools. Therefore, this program not only provides knowledge but also builds children's courage to reject inappropriate contact. This success proves that educational methods that are appropriate for children's cognitive and emotional development stages are a fundamental need, not just an addition to the education system to add formality (Lubis et al., 2024).

The basic assumption of this study is that children will be able to understand the concept of self-protection better if teaching is done interactively. Why is that? Data obtained in the field shows that this assumption is correct. Children who are introduced to the concept of body zones through media such as animated videos, songs, and games show a much better level of engagement and understanding compared to children who only receive verbal explanations. This is because visual, auditory, and kinesthetic stimuli can strengthen memory while fostering an interest in learning. On the other hand, without innovative methods, educational messages tend to be difficult to understand and are quickly forgotten. This reality shows a clear

cause-and-effect relationship: when education is conducted in a fun and age-appropriate manner, children's understanding will improve. Therefore, the selection of interactive teaching methods is not only focused on variety, but is a key element that influences the success of self-protection education for children (Kristina Tobing et al., 2024).

Research shows that elementary school students have the ability to understand the changes that occur during puberty, the importance of maintaining privacy, and their personal hygiene responsibilities after participating in sex education programs. So, what does this mean? These results show that sex education starting at an early age not only serves to prevent abuse, but also prepares children to enter adolescence in better physical and mental condition. Appropriate sex education allows them to feel more confident in dealing with the changes happening to their bodies. The broader impact is that sex education must go beyond basic teaching about "acceptable and unacceptable touch" and must cover more complex issues, such as puberty changes and social interactions. With the right understanding, children can develop into adolescents who have a positive attitude towards their bodies, can maintain personal boundaries, and are more resilient in facing challenges from their social environment (Yusuf, O. Y. H., Fitriani, W. O. H., Andriani, S., Puspita, D., Dwiyanti, N. M. A., Uyun, Y., Nasrati., Natria, & Afriani, 2024).

The assumptions from this research indicate that sex education is very important in early childhood. Sexual violence against children is a serious problem that needs to be addressed. Sexual violence is unwanted sexual acts and can include rape, forced sodomy, or other inappropriate sexual contact. One way to prevent sexual violence is to provide sex education to children as early as possible. Parents play an important role in providing sex education to children, as they interact with their children more often and can protect them from negative influences. Sex education for children must be provided based on the principles of readiness, role modeling, and appropriate guidance. Parents should also explain which parts of the body need to be protected and what steps to take in case of abuse. This will enable children to understand sexuality and protect themselves from sexual violence (Putinah, 2022).

The Minister of Women's Empowerment and Child Protection stated that data from the Online Information System for Women and Child Protection (Simfoni PPA) recorded 14,039 cases of violence against women and children as of July 3, 2025, with an increase of more than 2,000 cases in just 17 days. However, this figure is still much lower than the results of the 2024 SPHPN and SNPHAR surveys, which show a higher prevalence of violence (Pers, 2025). The increase in cases of sexual violence against children underscores the importance of sex education from an early age. The lack of understanding among both children and parents about bodily boundaries is often exploited by perpetrators as an opportunity to commit violence. Therefore, parents need to be equipped with appropriate knowledge and strategies so that they can convey this information to their children appropriately and effectively (Siti Misra Ssanti, 2025).

The results of the above survey show that there has been a significant increase in sexual violence. Therefore, the government supports sexual education programs

for young children. These programs are provided to children through schools, families, and communities. Sex education for children is very important, even though it is often considered inappropriate. Early understanding helps prevent deviant behavior and sexual violence, which is often committed by people close to the child due to the child's lack of knowledge about bodily boundaries. In this case, parents play a major role, while schools only provide support. However, many parents still delay sex education because they believe it is only necessary when children reach adulthood (Janah, 2023).

5. Conclusion

Early sexuality education is very important as a preventive measure to protect children from sexual violence, which is rampant in Indonesia and often perpetrated by people from their immediate environment. This article concludes that the "I Love My Body" education program implemented by KKN students at SDN Bonosari successfully increased children's understanding and awareness of self-protection. By using interactive methods such as educational videos, introduction to body zones (red, yellow, green), songs, and quizzes, children not only received information passively but also participated actively. This approach proved effective because it was tailored to the students' ages, with lower grades taught through everyday case studies and higher grades given additional material on puberty. The success of this program shows that innovative and enjoyable sex education is fundamental, not only to prevent abuse but also to equip children with the confidence to face adolescence.

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