

The Effect of Physical Boundaries Education on Knowledge of Child Sexual Abuse Prevention among Preschool-Aged Children at As-Sakinah Kindergarten, Medan Amplas, in 2025

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Article Info	ABSTRACT
<p>Keywords: Physical boundaries education; preventive knowledge; preschool-aged children; child sexual abuse.</p>	<p>Preschool-aged children are vulnerable to Child Sexual Abuse (CSA) because they have not yet fully understood body boundaries and have difficulty recognizing dangerous situations. CSA cases have increased by 49.31% since 2020 and can cause severe trauma, potentially leading victims to become perpetrators in the future. This study aims to determine the effect of Physical Boundaries Education on knowledge of CSA prevention among preschool-aged children.</p> <p>This study employed a pre-experimental method with a one-group pretest-posttest design. The sampling technique used was total sampling, resulting in a total sample of 30 respondents. Data were collected using questionnaires, and data analysis was conducted using the Wilcoxon Signed Rank Test with a significance level of $\alpha = 0.05$.</p> <p>The results showed a difference in children's knowledge before and after receiving Physical Boundaries Education. Prior to the intervention, the majority of children had poor knowledge (50%), whereas after the intervention, children's knowledge increased to a good category (90%). The Wilcoxon test results indicated a p-value of 0.00 (< 0.05), demonstrating a significant effect following the intervention.</p> <p>In conclusion, Physical Boundaries Education has a significant effect on knowledge of Child Sexual Abuse prevention among preschool-aged children at As-Sakinah Kindergarten, Medan Amplas. It is expected that the school will continue this program through collaboration with the local Department of Education and involve parents in supervising and limiting children's gadget use..</p>
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INTRODUCTION

Child Sexual Abuse (CSA) is a serious issue that can occur in various settings regardless of social or cultural background. CSA encompasses a wide range of behaviors and may involve individuals who are close to the child, such as teachers, relatives, and even parents (Askana & Efandy, 2023). Children are particularly vulnerable because they are often perceived as weak and dependent on adults, which makes it easier for perpetrators to exploit their trust (Siswanti et al., 2024a).

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According to UNICEF (United Nations Children’s Fund) data in 2024, more than 370 million children and women worldwide have experienced sexual violence or abuse before the age of 18. In 2023, the National Center for Missing & Exploited Children (NCMEC) recorded 35.9 million cases of child sexual abuse, representing an 87% increase since 2019, with approximately one billion children globally estimated to have been victims. Sub-Saharan Africa recorded the highest number of victims (79 million children), followed by East Asia and Southeast Asia (75 million children), with significant numbers reported in other regions as well.

In Indonesia, cases of Child Sexual Abuse (CSA) have shown a significant increase. Data from the Indonesian Child Protection Commission (KPAI) indicate a 49.31% rise, from 11,591 cases in 2020 to 18,595 cases in 2023. Furthermore, data from the Online Information System for the Protection of Women and Children (SIMFONI PPA) in 2024 recorded 19,958 CSA cases, with West Java reporting the highest number of victims (2,602 cases), followed by East Java (2,006 cases), Central Java (1,621 cases), and North Sumatra, which ranked fourth (1,378 cases).

Based on SIMFONI PPA (2024) data, the increase in CSA cases is evident across different age groups: 0–5 years (2,462 victims), 6–12 years (7,019 victims), and 13–17 years (12,168 victims). These findings indicate that the risk of CSA increases as children grow older. According to Supriani and Ismaniar (2022), many cases are believed to be underreported due to children’s limited understanding and the lack of adult awareness regarding signs of sexual abuse. Several reported incidents include sexual abuse among kindergarten peers in Pekanbaru (January 2024), a case involving a mother abusing her four-year-old son in South Tangerang, and the unresolved case of a four-year-old child in Medan Johor since 2021 (Nafisah et al., 2024).

The increasing prevalence of Child Sexual Abuse highlights the importance of early childhood sex education. According to Nofiana and Tasu’ah (2020), the lack of early knowledge about body parts and understanding which areas may or may not be touched contributes significantly to children’s vulnerability to sexual abuse. Children often lack awareness of bodily autonomy and appropriate physical boundaries.

Preschool-aged children (3–6 years) are particularly vulnerable to CSA due to their limited ability to recognize dangerous situations and communicate their experiences effectively. Jenny Arista Ningrum et al. (2023) emphasize that preschool children are still highly dependent on adults and have not yet developed a clear understanding of body boundaries and self-protection, making developmentally appropriate education essential. Sexual education plays a crucial role in enhancing children’s awareness and ability to recognize and avoid risky situations.

Additionally, Fallo and Sumarni (2020) identify several factors influencing the risk of children becoming victims or perpetrators of CSA, including per capita expenditure, gender (with females at higher risk), functional disabilities, internet access, low parental education levels, and the occupation of the household head. Other factors such as the primary caregiver, age, and birth order may also influence children’s knowledge and ability to prevent CSA.

Physical Boundaries Education is an essential preventive approach to reducing sexual abuse among preschool-aged children. This education can be delivered at school or at home

through various media, including books, videos, play-based activities, and guided discussions (Widyastuti et al., 2023). The primary goal is to provide children with developmentally appropriate knowledge about personal body ownership and bodily autonomy. Children are taught the correct anatomical names of body parts to facilitate clear communication when facing potentially harmful situations. They are also guided to distinguish between body parts that may be touched, such as hands and head, and those that must not be touched without consent, including the genitals, chest, and buttocks. Such education helps children recognize and report potential sexual abuse (Novianti & Sapitri, 2023).

Previous research on sex education among school-aged children, specifically regarding body parts that should not be touched by others, conducted by Paul Joae (2023), demonstrated its effectiveness. The study involved 24 students and showed an increase in students' knowledge related to CSA prevention from 65% to 74.4% after the intervention.

Based on preliminary interviews conducted with teachers at TK As-Sakinah, located at Jl. Garu 1 No. 32B, Sitirejo II, Medan Amplas District, Medan City, on January 7, 2025, it was found that the kindergarten has 30 students, consisting of 16 boys and 14 girls. Initial interviews with teachers and five students revealed that the children had never received education related to the prevention of sexual abuse. Teachers reported that incidents involving inappropriate touching of the chest and buttocks frequently occurred among students, often as a form of joking or playful behavior. When such incidents occurred, the affected children typically reported them to the teacher, who would then reprimand the perpetrator and explain that such behavior was inappropriate.

This phenomenon serves as the basis for the present study, as it indicates that students lack adequate knowledge regarding physical boundaries and self-protection. TK As-Sakinah was selected as the research site due to its accessibility, which facilitated data collection and engagement with students and school staff. Furthermore, no previous studies on CSA prevention have been conducted at this location, allowing this research to contribute novel insights into CSA prevention education.

Therefore, this study aims to further examine "The Effect of Physical Boundaries Education on Knowledge of Child Sexual Abuse Prevention among Preschool-Aged Children at TK As-Sakinah Medan Amplas in 2025."

METHODS

Type and Research Design

Type of Research

This study employed a pre-experimental one-group pretest–posttest design, which involves a single group of participants. Pre-experimental research is a form of experimental research design that manipulates an independent variable to influence the formation of a dependent variable. It is referred to as pre-experimental because it does not constitute a true experiment, as it lacks a control group. The experiment is conducted to observe the effects of a particular intervention or treatment (Pratiwi et al., 2021).

In this study, an educational intervention was administered to a single group of subjects, followed by measurements of knowledge before (pretest) and after (posttest) the educational intervention. Thus, the effect of the intervention can be identified more accurately

by comparing participants' conditions before and after receiving the treatment. are presented in the Results section to enhance transparency and facilitate evaluation of the research findings.

Research Design

The research design used in this study was a one-group pretest–posttest design, as illustrated below:

Table 1. One-Group Pretest–Posttest Design

O1	X	O2
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Description:

O1 : Pretest measurement score before the provision of Physical Boundaries Education on knowledge of Child Sexual Abuse prevention among preschool-aged children.

X : Intervention in the form of Physical Boundaries Education.

O2 : Posttest measurement score after the provision of Physical Boundaries Education on knowledge of Child Sexual Abuse prevention among preschool-aged children.

Population and Sample

Population

According to Cooper and Schindler, as cited in Sugiyono (2022), “A population is the total collection of elements about which we wish to make some inference. A population element is the subject on which the measurement is being taken; it is the unit of study.”

The population in this study consisted of all students in Class A and B at TK As-Sakinah, totaling 30 children, comprising 16 boys and 14 girls.

Sample

A sample is a subset of the population possessing specific characteristics. The sampling technique used in this study was total sampling. Total sampling was applied because when the population size is fewer than 100 individuals, it is recommended that all members of the population be included as research subjects or respondents (Sugiyono, 2022).

3.6 Data Collection Techniques and Research Instruments

3.6.1 Data Collection Techniques

Instrument Validity and Reliability Testing

Validity testing determines the accuracy of a measurement instrument in assessing what it is intended to measure, while reliability testing assesses the consistency of the instrument as a measurement tool, ensuring that the results can be trusted (Sugiyono, 2022).

The research instrument was adapted from a previous study conducted by Cahyani Risma Nur (2024). Based on validity testing conducted with 30 respondents, out of 16 items, 13 items were found to be valid and 3 items invalid, with a critical r -value of 0.361. An item was considered valid if $r > 0.361$. The 13 valid items were then subjected to reliability testing, which yielded a Cronbach's alpha coefficient of 0.754. Since the alpha value exceeded 0.60, the instrument was deemed reliable. Thus, it can be concluded that the CSA prevention knowledge instrument is highly reliable and suitable for measuring preschool children's knowledge of Child Sexual Abuse prevention.

Data Analysis

Data analysis is a crucial step in obtaining research findings, as properly analyzed data guide researchers toward scientific conclusions. The data analysis in this study consisted of two stages:

a. Univariate Analysis

Univariate analysis was used to summarize and describe research data in the form of statistical measures, tables, and graphs. This analysis described respondent characteristics. According to Fallo and Sumarni (2020), factors such as per capita expenditure, child gender (female), functional disorders, internet access, parental education level (low education), and employment status of the household head may influence a child's risk of becoming a victim or perpetrator of CSA and affect knowledge levels related to CSA prevention.

Additional factors such as primary caregiver, child age, and birth order may also influence children's knowledge levels. Hasiana (2020) stated that children directly cared for by biological parents, particularly with active paternal involvement, tend to have higher self-confidence and security, facilitating better absorption of self-protection education. Situmorang (2020) noted that increasing age is associated with cognitive development, which enhances understanding of new information, including CSA prevention education. Untariana and Sugito (2022) reported that first-born children often receive greater parental attention, allowing for more frequent guidance on self-protection.

b. Bivariate Analysis

Bivariate analysis was conducted to examine the relationship between two variables. In this study, it aimed to determine differences in respondents' knowledge levels before and after receiving Physical Boundaries Education, in order to test the research hypothesis.

The analysis process involved several key stages, including normality testing, selection of appropriate statistical tests, and interpretation of results.

Normality Test (Shapiro–Wilk Test)

The Shapiro–Wilk test was used because it is suitable for small sample sizes (≤ 50 respondents).

Criteria:

- a. $p\text{-value} > 0.05$: data are normally distributed
- b. $p\text{-value} < 0.05$: data are not normally distributed

1) Comparative Statistical Tests

A. Paired t-test

Definition: A paired t-test is a statistical test used to compare the means of two related datasets (pretest and posttest scores from the same group).

B. Wilcoxon Signed Rank Test

Definition: The Wilcoxon Signed Rank Test is used to compare two related datasets (pretest and posttest) when the data are not normally distributed.

Usage Criteria:

Data are not normally distributed (Shapiro–Wilk $p\text{-value} < 0.05$).

Data may be ordinal or numeric (non-normally distributed interval data, such as converted pretest and posttest scores).

Therefore:

If data are normally distributed, a paired t-test is used.

If data are not normally distributed, the Wilcoxon Signed Rank Test is applied (Setyawan, 2021).

RESULTS AND DISCUSSION

Research Results

Description of the Research Setting

This study was conducted at TK As-Sakinah, a private kindergarten located at Jl. Garu I No. 36B, Sitirejo II, Medan Amplas District, Medan City, North Sumatra 20147. TK As-Sakinah was established on June 30, 2000, under the supervision of the Ministry of Education and Culture. The school consists of five classrooms with a total land area of 2,184 m².

TK As-Sakinah is a kindergarten that provides education for preschool-aged children using active and interactive learning methods. The total number of students at TK As-Sakinah Medan Amplas is 30 children, all of whom were included as the research sample. This study was conducted from March 13–15, 2025, involving all respondents at TK As-Sakinah Medan Amplas.

Univariate Analysis

In this study, univariate analysis was used to describe the research variables. Several demographic factors such as per capita expenditure, child gender, functional disorders, internet access, and parental education and occupation are known to increase the risk of children experiencing Child Sexual Abuse (CSA) and may influence children's knowledge levels regarding CSA prevention (Fallo & Sumarni, 2020).

In addition, the primary caregiver, child age, and birth order also contribute to children's level of understanding. Children who are directly cared for by their biological parents, especially with the presence of a father figure, tend to be more confident and responsive to self-protection education (Hasiana, 2020). As children grow older, their cognitive abilities to understand CSA prevention concepts improve (Situmorang, 2020), and first-born children typically receive more parental attention and guidance (Untariana & Sugito, 2022).

1) Respondent Characteristics

Based on the research conducted at TK As-Sakinah Medan Amplas, the characteristics of the 30 respondents are presented in the table below.

Table 2. Distribution of Respondents at TK As-Sakinah Medan Amplas, 2025.

No	Demographic Data	Frequency	Percentage (%)
1	Gender		
	Male	16	53.3
	Female	14	46.7
	Total	30	100.0
2	Age		

No	Demographic Data	Frequency	Percentage (%)
	5 years	20	66.7
	6 years	10	33.3
	Total	30	100.0
3	Internet Access		
	Never	6	20.0
	Ever	24	80.0
	Total	30	100.0
4	Birth Order		
	First child	16	53.3
	Second child	9	30.0
	Third child	4	13.3
	Fourth child	1	3.3
	Total	30	100.0

Based on Table 4.1, the total number of respondents was 30 children. The majority were male (16 children, 53.3%), with the dominant age being 5 years (20 children, 66.7%). Most children (24 children, 80%) had experience accessing the internet, indicating early exposure to digital information. The majority were first-born children (16 children, 53.3%), who tend to receive more parental attention and guidance.

More than half of the families had per capita expenditures below IDR 2,992,559 per month (16 children, 53.3%). Most household heads were employed (27 children, 90%), and the majority of parents had a senior high school education (18 children, 60%). In terms of caregiving patterns, most children were directly cared for by their biological parents (24 children, 80%), which may contribute to a sense of security and improved absorption of self-protection information, including CSA prevention.

2) Frequency of CSA Prevention Knowledge Before and After Physical Boundaries Education

Table 3. Distribution of CSA Prevention Knowledge Before Physical Boundaries Education

Knowledge Category	Frequency	Percentage (%)
Good	2	6.7
Fair	13	43.3
Poor	15	50.0
Total	30	100.0

Before the intervention, only 2 children (6.7%) had good knowledge, 13 children (43.3%) had fair knowledge, and the majority (15 children, 50.0%) had poor knowledge.

Table 4. Distribution of CSA Prevention Knowledge After Physical Boundaries Education

Knowledge Category	Frequency	Percentage (%)
Good	27	90.0
Fair	3	10.0
Poor	0	0
Total	30	100.0

After the intervention, most children demonstrated good knowledge (27 children, 90.0%), while 3 children (10.0%) were in the fair category. No children remained in the poor category.

Bivariate Analysis

Bivariate analysis was used to examine the effect of Physical Boundaries Education on CSA prevention knowledge among preschool children.

1) Wilcoxon Signed Rank Test Results

Table 5, Wilcoxon Signed Rank Test Results

Variable	Minimum	Maximum	Mean	p-value
Pre-test	30.70	76.90	58.23	0.000
Post-test	61.50	100.0	81.00	

The Wilcoxon Signed Rank Test showed a significant increase in knowledge scores after the intervention. The minimum score increased from 30.70 to 61.50, the maximum score increased from 76.90 to 100.0, and the mean score increased from 58.23 to 81.00. The p-value of 0.000 ($p < 0.05$) indicates a statistically significant difference, confirming that Physical Boundaries Education significantly influenced CSA prevention knowledge.

Discussion

CSA Prevention Knowledge Before Physical Boundaries Education

Prior to the intervention, most children demonstrated poor knowledge of CSA prevention. Observations indicated limited understanding of body parts that should or should not be touched. Peer-to-peer inappropriate touching was commonly reported as playful behavior. These findings align with Freud's psychosexual development theory (Gerda et al., 2021) and previous studies highlighting limited body boundary awareness in early childhood (Iriyani, 2022).

CSA Prevention Knowledge After Physical Boundaries Education

Following the intervention, children's knowledge improved significantly, with 90% achieving a good knowledge category. This improvement aligns with previous studies utilizing visual and interactive methods (Paul Joae et al., 2023; Karni et al., 2024; Siswanti et al., 2024b; Widyastuti et al., 2023; Iriyani, 2022).

Effect of Physical Boundaries Education on CSA Prevention Knowledge

Statistical testing confirmed a significant effect of Physical Boundaries Education ($p < 0.05$). Visual and interactive approaches aligned with Piaget's preoperational stage theory, enabling effective comprehension of body boundaries and self-protection strategies.

Research Limitations

- Limited interaction due to children's cognitive and attention constraints.
- Short intervention duration, preventing assessment of long-term effects.

Research Barriers

- Limited classroom space affecting learning comfort.
- Noisy classroom environment reducing focus during educational sessions.

CONCLUSION

Based on the results of the study entitled "The Effect of Physical Boundaries Education on Knowledge of Child Sexual Abuse Prevention among Preschool-Aged Children at TK As-Sakinah Medan Amplas in 2025," it can be concluded that prior to the implementation of Physical Boundaries Education, the majority of respondents demonstrated poor knowledge regarding the prevention of Child Sexual Abuse, whereas after the educational intervention, most children showed good knowledge levels. Furthermore, the findings indicate that Physical Boundaries Education has a significant effect on improving preschool children's knowledge of Child Sexual Abuse prevention at TK As-Sakinah Medan Amplas in 2025..

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