

# The Effectiveness Of The “Me And You” Program Guidelines For Social Life Skills And Sexual Abuse Prevention Efforts In Preschool Children

Khoiro Qonita

Magister Progam, Maternal and Child Health Program Study, Public Health Faculty, Airlangga University, Surabaya, Indonesia  
Email: qonitaadam04@gmail.com

**ABSTRACT:** Background and Objectives : Trend of sexual violence to children has increased nowadays. From data collected by National Commision For Children Protection, on 2011 there were 329 cases. Meanwhile, it increased 226% and became 746 cases. On 2013, from 1615 cases of violence to children, 817 cases were sexual violence. The latest report until September 2014, the children sexual abuse number has reached 680 cases. Unfortunately, this phenomena also happened in Gresik Regency. There were 9 cases on 2010, 10 cases on 2011, 7 cases on 2012, and 4 cases in the end of 2013. The purpose of this study is to analyse the difference of effectiveness of Me and You program in Sunan Prapen Kindergarten and Sekar Kedaton Kindergarten in Gresik Regency. It is done as a preventive effort from sexual abuse for preschool children by observing the their cognitive, affective, and psychomotor level about sexuality, reproduction health, and self prevention from sexual violence. Subject and Methode : This experimental study used quantitative approach, specifically quasi experimental. It used pre and post intervention and also external comparison group. Technique for collecting data used questionnaire and observation guideline sheet. Preschool students aged 6-7 years old Sunan Prapen Kindergarten, as the experimental group and in Sekar Kedaton Kindergarten, as the comparison group. Meantime, the sampling technique of this study was simple random sampling. The sample was 26 children of Sunan Prapen Kindergarten and 27 children of Sekar Kedaton Kindergarten. Result : From data analysis, by cross tabulation and chi square test, it indicated that was significant difference for cognitive (0.000), affective (0.000), and psychomotor (0.000) before and after the program in Sunan Prapen Kindergarten, which became an experimental group. While, for comparison group (Sekar Kedaton Kindergarten), there wasn't significant difference for cognitive (0.536), affective (0.446) and psychomotor (0.948) before and after the program implementation. Conclusions : “Me and You” program does have effective effect to improve student's cognitive , affective, and communication skill about sexuality, reproductive health, and self prevention from sexual abuse in Sunan Prapen Kindergarten. It can be seen from difference result in student's cognitive , affective, and communication skill about sexuality, reproductive health, and self prevention from sexual abuse in Sunan Prapen Kindergarten before and after implementation of “Me and You” program, meanwhile there is no difference in student's cognitive , affective, and communication skill about sexuality, reproductive health, and self prevention from sexual abuse in MNU 9 Sekar Kedaton Kindergarten before and after implementation

**Keywords :** “Me and You” program, sexuality and reproductive health education, preschool children, sexual abuse

## 1 INTRODUCTION

Sexual abuse trend of the Indonesian children has increased nowadays. Data collected by the Indonesian Child Protection Commission (KPAI) showed in 2011 there were 329 cases of Sexual abuse. In 2012 the number of Sexual abuse increased to 746 cases. In 2013 the number increased to 817 cases. Final report until September 2014, the numbers of child sexual abuse reached 680 cases. Sexual abuse trends also occurred in Gresik Regency. Integrated Services Center of Women and Child Protection of Gresik Data showed in 2010 there were 9 cases, in 2011 there were 10 cases, in 2012 there were 7 cases and at the end of 2013 there were 4 cases (Ningsih, 2014). The perpetrators of this violence are usually the closest people of the victim, who are supposed to protect them. As many as 56% of the social environment victim's residence, 24% of the families, and as many as 17% of the school environment. Based on the age of the victims, cases of child sexual abuse occurred in the age of 6-12 years (33%) and the lowest age of 0-5 years (7.7%) (Darmawan, 2014). Cases of child sexual abuse occurred repeatedly because the child does not know and unaware that the behavior of adult touching the child's private parts such as genitals and even rape are wrong behavior . Children are never taught to know which of their private body parts that are permitted to be touched and

which ones that prohibited to be touched by others, the child does not know safe and unsafe touching and the children also does not know how to defend themselves when experiencing such behavior. Another issue that arises is the effect of "negative influences" which leads to pornography that encourages some children to be sexually active at an early age (Sumartono, 2008). The other factor is the negative attitude and bashfulness of parents to answer any questions from children about sexuality. Views of people who lay on sexuality education that is still considered taboo and determine that sexuality equals to doing sex activities also trigger the occurrence of sexual abuse cases (Sumartono, 2008). One of the primary prevention effort of sexual abuse in children is to provide the children with reproductive health education and comprehensive sexuality ranging from early childhood in the form of "Me and You" program. The “Me And You” Program introduces about the identity of the child, instilling values of trust and mutual respect among friends and family members, differences and equality of boys and girls, how to care for themselves and protect themselves from the threat of sexual abuse in children as well as the way expressing feelings to an adult if it is in an uncomfortable situation at an early age. This study aimed to analyze the differences in knowledge, attitudes, and communication skills of children on sexuality and gender, reproductive

health, the efforts to protect themselves from the threat of harassment and sexual abuse in children by setting limits (saying "no") and ask for help when facing the threat of harassment and sexual abuse before and after the implementation of the "Me And You" Program in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten.

## 2 MATTER AND METHOD

Type of the research is an experimental study with quasi-experimental design. Quasi experimental design model chosen is the design before and after the intervention using an external comparison group. Research will be conducted in two kindergartens in Gresik, the Sunan Prapen kindergarten as the intervention group and the MNU 9 Sekar Kedaton kindergarten as a comparison group. Research will be conducted in March 2015 to July 2015. The population in this study was 98 pre-school children of age 6 -7 years in Sunan Prapen kindergarten and 110 pre-school children of age 6 -7 years in MNU NU 9 Sekar Kedaton. These samples included 53 children consist of 26 pre-school children of age 6 -7 from Sunan Prapen kindergarten and 27 children from MNU 9 Sekar Kedaton kindergarten using a random sampling technique, the inclusion criteria is the preschool children of aged 6-7 years who have never join this program and willing to join the study. The exclusion criteria is the children who do not attend the program in accordance with the theme of teaching time "Me and You" program. The data collecting used a structured questionnaire that had been tested for validity and reliability previously and using an observation guide sheet. Data analysis used a chi square test to analyze the differences in knowledge, attitudes and skills of children before and after the "Me And You" Program was held in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten.

## 3 RESULT

### Characteristics of Respondents

**Table 1.** Characteristics of Respondents in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten.

Characteristics of Respondents	Sunan Prapen kindergarten		TKMNU 9 Sekar Kedaton kindergarten	
	n	%	n	%
<b>Age</b>				
6 year old	16	61.5	12	44.4
7 th	10	38.5	15	55.6
<b>Sex</b>				
Male	12	46.2	14	51.9
Female	14	53.8	13	48.1
<b>Cognitive Development</b>				
a. Good	17	65.4	22	81.4
b. Sufficient	9	34.6	5	18.5
<b>Socio-emotional development</b>				
a. Good	19	73.1	19	70.3
b. Sufficient	7	26.9	8	29.6
<b>Moral religion development</b>				
a. Good	22	84.6	24	85.7
b. Sufficient	4	15.4	4	14.2
<b>Language development</b>				
a. Good	17	65.3	22	81.4
b. Sufficient	9	34.6	5	18.5
<b>Sexuality development</b>				
a. Good	21	80.8	23	85.2
b. Sufficient	5	19.2	4	14.8
<b>Employment status of parents</b>				
a. Private	22	84.6	21	77.8
b. Civil servant	4	15.4	6	22.2
<b>Educational Level Status of parents</b>				
a. High school	15	57.7	13	48.1
b. Bachelor/ master degree	11	42.3	14	51.9

Result of the study showed that in Sunan Prapen kindergarten has 61.5% of students are in the age of 6 years while MNU 9 Sekar Kedaton kindergarten has 44.4% of students in the age of 7 years, whereby when the age of 6-7 years old children are at the stage of intuitive where the interest in the body, self and others sexually emerged. Based on their sexes, in Sunan Prapen kindergarten 53.8% were female students and 46.2% were male, while in MNU 9 Sekar Kedaton kindergarten 51.9% of students were male and 48.1% were female, the gender differences in the learning class demonstrates the need for sexuality education regarding gender roles and good friendship towards the same sexes as well as the opposite sexes among preschool children. Development data of both kindergartens, each category of the majority of students are at a good stage of development category, in which sexuality and reproductive health education in preschool children should be adapted to the stage of development. The employment status data of parents of the students in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten worked as private and civil servants, and educational level of 57.7% for the parents of students in Sunan Prapen kindergarten have a high school education level, whereas 51.9% of parents in MNU 9 Sekar Kedaton kindergarten educational levels have bachelor / master degree. Differences in employment status and educational level will affect the role and parents understanding of in providing sexuality education and reproductive health in preschool children.

### Research Variable Analysis

The differences of Knowledge Level of the Students Before and After The Implementation "Me And You" Program in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten in Gresik 2015

**Table 2** The Differences of Knowledge Level in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten in Gresik 2015

Time	Knowledge Level			Total
	Good	Sufficient	Less	
Sunan Prapen Kindergarten				
Before program	5 (19.2%)	4 (15.4%)	17 (65.4%)	26 (100%)
After Program	17 (65.4%)	6 (23.1%)	3 (11.5%)	26 (100%)
Total	22 (42.3%)	10 (19.2%)	20 (38.5%)	N = 52 (100%)
Chi square :16.745, df: 2, Result of $p$ value $\chi^2$ :0.000				
TKMNU9 Sekar Kedaton kindergarten				
Before program	6 (22.2%)	9 (33.3%)	12 (44.4%)	27 (100%)
After Program	5 (18.5%)	13 (48.1%)	9 (33.3%)	27 (100%)
Total	11 (20.4%)	22 (40.7 %)	21 (38.9%)	N = 54 (100%)
Chi square :1.247, df: 2, Result of $p$ value $\chi^2$ :0.536				

Table 2 shows that the students' knowledge about sexuality and gender, reproductive health, and efforts to protect themselves from sexual abuse in Sunan Prapen kindergarten increased at a good level of knowledge, before the program being implemented there were only 5 children (19.2%) with good level and the number of children with good level increased to 17 children (65.4%) after the programs are implemented. As for the children with less level of knowledge is decreasing from 19 children (65.4%) to 4 children (11.5%) Results of p value  $0.000 < \alpha = 0.05$  means that there are differences in the level of knowledge about sexuality and gender, reproductive health, and efforts to protect themselves from sexual abuse of students in Sunan Prapen kindergarten before and after implementing the "Me and You" program. "Me And You" Program is effective to increase the level of knowledge of students in Sunan Prapen kindergarten due to an increase in the level of knowledge as much as 46.2% of students. The MNU 9 Sekar Kedaton kindergarten students' knowledge level data NU 9 Sekar Kedaton showed that the level of knowledge of students tend to decrease in the level of knowledge both before and after the programs are implemented. At the sufficient level of knowledge is quite likely to increase, before the program is executed in students who are knowledgeable enough increased from 9 to 13 children after the program is implemented. 0536 Results p value  $> \alpha = 0.05$ , it means that there is no difference in the level of the students knowledge about sexuality and gender, reproductive health, and efforts to protect themselves from sexual harassment in MNU 9 Sekar Kedaton kindergarten before and after the program was imple-

mented. The difference of Attitudes level of Students in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten before and after the Implementation of "Me And You" Program in Gresik 2015.

**Table 3.** The Differences in Attitudes Level of Students in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten in Gresik 2015

Time	Attitudes Level of Students			Total
	Positive	Neutral	Negative	
Sunan Prapen kindergarten				
Before Program	5 (19.2%)	14 (53.8%)	7 (26.9%)	26 (100%)
After Program	19 (73.1%)	4 (15.4%)	3 (11.5%)	26 (100%)
Total	23 (44.2%)	22 (42.3%)	11 (21.2%)	N=52 (100%)
Chi square 11.302, df 2, Result of p value $\chi^2$ : 0.000				
TKMNU9 Sekar Kedaton kindergarten				
Before Program	6 (22.2%)	10 (37.0%)	11 (40.8%)	27 (100%)
After Program	6 (22.2%)	6 (22.2%)	15 (55.6%)	27 (100%)
Total	12 (22.6%)	16 (30.2%)	26 (49.1%)	N=54 (100%)
Chi square 1.615, df 2, Result of p value $\chi^2$ : 0.446				

Table 3. shows that students attitudes about sexuality and reproductive health, respect for the body and self-concept in Sunan Prapen kindergarten increased at a rate of positive attitude, from only 5 children (19.2%) increased to 19 children (73.1%) after the program are implemented. The neutral and negative attitudes level tend to decrease before and after the programs are implemented. Results of p value  $0.000 < \alpha = 0.05$  means that there is a difference in the attitudes level of students at the Prapen Sunan kindergarten before and after implementing the "Me and You" program. "Me And You" Program improved the level of students' attitudes about sexuality and reproductive health, respect for the body and self-concept in Sunan Prapen kindergarten effectively due to an increased level of positive attitude of students as much as 53.9%. Meanwhile, for the data rate of the attitudes of students in MNU 9 Sekar Kedaton Kindergarten showed that the level of positive attitude of students remains 6 children (22.2%). At the level of negative attitudes tend to increase from 11 children (42.3%) before the program is implemented to 15 children (55.6%) after the programs are implemented. Results p value  $0.446 > \alpha = 0.05$ , it means that there is no difference in the level of students' attitudes about sexuality and reproductive health, respect for the body and self-concept in MNU 9 Sekar Kedaton Kindergarten. The Skill Level Differences Between Students in Sunan Prapen kindergarten and MNU 9 Sekar Kedaton kindergarten Before and After Implementation "Me And You" Program in Gresik 2015

**Table 4.** Differences in Skill Level of Sunan Prapen kindergarten and NU 9 Sekar Kedaton kindergarten in Gresik 2015

Time	Skill Level			Total
	Good	Sufficient	Less	
Suman Prapen Kindergarten				
Before Proeram	4 (15.4%)	14 (53.8%)	8 (30.8%)	26 (100%)
After Program	20 (76.9%)	3 (11.5%)	3 (11.5%)	26 (100%)
Total	24 (46.2%)	17 (32.7%)	11 (21.2%)	52 (100%)
Chi square :20.572, df: 2, The result of $p$ value $\chi^2$ : 0.000				
TKMNU 9 Sekar Kedaton Kindergarten				
	Skill Level			
	Good	Sufficient	Less	
Before Proeram	8 (29.6%)	10 (37.0%)	9 (33.3%)	27 (100%)
After Program	8 (29.6%)	11 (40.7%)	8 (29.6%)	27 (100%)
Total	16 (29.6%)	21 (38.9%)	17 (31.5%)	54 (100%)
Chi square :0.106, df: 2, The result of $p$ value $\chi^2$ : 0.948				

Table 4. shows that the communication skills of students in Sunan Prapen kindergarten about sexuality, socialization, the way to take care of themselves, and self awareness, experienced good improvement in the skill level, from 4 children (15.4%) increased to 20 children (76.9%) after the program implemented. Meanwhile at the level of sufficient, the skill level is quite likely to decline. Results  $p$  value  $0.000 < \alpha = 0.05$ , it means that there are differences in the level of communication skills of students about sexuality, socialization, the way to take care of themselves, and self prevention in Prapen Sunan kindergarten before and after implementing the "Me and You" program. "Me And You" Program effectively improve the level of communication skills of students about sexuality, socialization, the way to take care of themselves, and self prevention in Sunan Prapen kindergarten because as much as 61.5% of children had increased levels of good skills. The student skill level data at showed that the level of communication skills of students about sexuality, socialization, the way to take care of themselves, and self prevention, remain at the same level of skills both before and after the programs are implemented. On the sufficient skill level is quite likely to increase, before the programs are implemented from 10 children (37.0%) increased to 11 children (40.7%) after the programs are implemented. 0948 Results  $p$  value  $> \alpha = 0.05$ , it means that there is no difference in the level of communication skills of students about sexuality, socialization, the way to take care of themselves, and self prevention, at MNU 9 Sekar Kedaton Kindergarten before and after implementing the "Me and You" program.

## 4 DISCUSSION

### 4.1 The effectiveness of "Me And You" Program towards the Knowledge of Preschool Children About Sexuality, Reproductive Health, and efforts Keeping Yourself from Sexual harassment.

Learning strategies used in the "Me And You" Program will affect the process of assimilation (understanding to new experiences based on existing knowledge) and accommodation (change in cognitive structure based on existing knowledge). Because preschoolers are in the preoperational phase, the researchers here using concrete examples (eg: pictures, dolls, video, game activities) in the methods and instructional media for children to understand more about the information provided

so that will affect the child's knowledge improvemeng about sexuality, reproductive health, and efforts to protect themselves from Sexual Abuse. Personality development of children of aged 4-7 years represents itself through its physical attributes such as skin color and height and compares themselves with and their friends (Santrock, 2011). This is important in the introduction of the body's characteristics, similarities and differences both himself and his friend of the same sex or different sexes in the theme of sexuality. In the understanding of others, children aged 4-7 years have started to recognize others by psychological traits (Santrock, 2011). In the future it is important in the formation of knowledge towards the people they can trust when facing uncomfortable or being threatened. In the introduction to the role of gender identity in preschool children, it is also influenced by the process of imitation and observation whether it is said and done by other people whether it comes from parents, peers or other gender role models.

### 4.2 The effectiveness of "Me And You" Program Attitude Towards Preschool Children Attitudes About Sexuality and Reproductive Health, Appreciation of the Body and Self Concept.

In determining the attitude, there are some things that give an important role, namely: knowledge, thoughts, beliefs and emotions (Notoatmodjo, 2010). Given knowledge about sexuality, reproductive health and efforts to protect themselves from sexual abuse of children in the "Me And You" Program will raise the awareness of children, trust and confidence in the child and the child's attitude, such as: If the child already knows about sexuality (the role of gender identity and friends), then by itself the child will realize and perform positive attitudes feelings about gender and sex of others and appreciate the feelings of others. The formation of positive attitudes about sexuality and reproductive health can not be separated from moral development in preschool children who are able to internalize the standard of right and wrong, forming superego that contribute in building the child's feelings and a positive attitude. Positive self concept and respect for the body are affected as well in child development to understand themselves, they tend to portray themselves in a positive realistic manner and optimistic. A positive attitude of children to socialize and keep themselves relating to emotional development of children, they try to understand the reactions of other people's emotions and control his own emotions (Santrock, 2011). Pride, shame, joy and fear is a form of emotional expression of preschoolers this will affect how they manage their emotions in making friends and in the efforts to keep themselves safe by recognizing a safe touch and knowing the people that they can trust.

### 4.3 The effectiveness of "Me And You" Program towards the Preschool Children Skills About Sexuality, Socializing, Taking care of themselves, and Keeping them safe.

Skills about sexuality, socialization, and self prevention from Sexual Abuse efforts in preschool children is strongly associated with the zone of proximal development concept that is based on the theory of Vygotsky which are ranges of tasks that are too difficult for children to master their own but can be learned through the guidance and assistance of adults or more skilled children. In the "Me and You" program, learning methods such as demonstrations, field practise, role play, playing

activities, as well as re-telling, will provide the assistance for children through demonstration and verbal instruction so that they will organize the information into the mental structures that have been there before, so finally they were able to show the skill or the task themselves. Children's skills in communicating about sexuality and seeking help in an uncomfortable situation are also related to children's language abilities. In the presentation of the material of "Me and You" program, a module in the form of books are supported by the involvement of researchers to stimulate the child's ability to tell, this will increase children's literacy skill. By the use of the books and the show of the videos, children can imagine the uncomfortable situation that would happen to them in the future. This will improve the communication skills of children in the re-telling the situation when they are in an uncomfortable situation and improve the ability of children to communicate about sexuality with words without shyness. The learning material must be presented with the simplest language by researchers so that it can be easily understood by children.

## CONCLUSIONS

"Me and You" program does have any effective effect to improve student's cognitive, affective, and communication skills about sexuality, reproductive health, and self prevention from Sexual Abuse in Sunan Prapen Kindergarten. It can be seen from the different result in student's cognitive, affective, and communication skills about sexuality, reproductive health, and self prevention from Sexual Abuse in Sunan Prapen Kindergarten before and after implementation of "Me and You" program, meanwhile there is no difference in student's cognitive, affective, and communication skill about sexuality, reproductive health, and self prevention from sexual abuse in MNU 9 Sekar Kedaton Kindergarten before and after implementation

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