

The Effect of Parenting, Teacher's Role, and Peers on Children's Personal Safety Skills in Tangerang

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The Effect of Parenting, Teacher's Role, and Peers on Children's Personal Safety Skills in Tangerang

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Abstract

Indonesia is a country that is experiencing the growth of the occupation where a third of the population of Indonesia is a school age child who is the forerunner of the nation that must be protected. In contrast to the situation almost every day is heard of violence in children who are dominated by sexual violence. In 2010-2017 cases of child violence reached 21 million cases, 42%-58% was a case of sexual violence. The case of child violence increases annually because the child is always positioned as a weak figure. The purpose of this research is to analyze the effect of parenting, teacher's role and peers on personal safety skills in Tangerang. This research is a quantitative research, with a cross sectional approach. Research samples amounted to 294 respondents with simple random sampling techniques. The instrument used a questionnaire sheet. The technique of the data collection was done by interviews. The data analysis of this research using Chi-Square and logistic regression. The results of the Chi-Square test were obtained from the parenting ($P = 0,039$); teacher's role ($P = 0,021$); peers role ($p = 0,021$). The logistic regression test found results contained in the parenting variables ($p = 0,007$) and OR 1.394; teacher's role ($P = 0,000$) and OR 6.091; peers role ($p = 0.001$) and OR 2.260. Personal safety skills are an early effort done in dealing with child sexual abuse. With this skill the child is expected to be responsible for keeping the personal body from sexual offenders.

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INTRODUCTION

Indonesia is a developing country that is experiencing population growth, almost a third of the population of Indonesia is a school age which is the forerunner of the nation that should be protected. In contrast to these circumstances almost every day is heard coverage on television about child violence dominated by sexual violence (Lewis et al., 2017).

Child sexual abuse becomes a significant problem with the level of worldwide prevalence ranged 8-31% of girls and 3-17% of boys (Briere et al., 2017). Research in the United States in 2017 mentions 9% of women and 3% of men aged less than 16 years experienced sexual violence (Sawyer, A & Bagley, C. 2017).

Based on data obtained from data center and information National commission of child protection in Indonesia from 2010 to 2017 recorded as many 21,869,797 cases of child rights violations, which are spread in 34 province and 179 districts and cities (Pusdatin. 2017). The case of violation of the child 42-58% among others is sexual violence, the rest is a case of physical violence and child abandonment (Humaira, et al. 2015). Child sexual violence became a difficult chain to disconnected (Asirin & Zanith. 2017).

Based on the report on the National commission of child protection (Komnas PA) 80% of the children experiencing violent acts under 15 years old. Based on the research conducted (Ronken & Johnston, 2017) that most victims of sexual violence ranged at the age of 8-12 years. Reinforced by the findings (Komalasari, E. 2017) The victim's age of sexual violence ranged from 2 years-12 years to male and female.

Based on the data of National commission of child protection in Kabupaten Tangerang, the number of sexual violence increased more than 10% annually. At the beginning of the year 2018 Kabupaten Tangerang was surprised by the rediscovery of the victims of sexual violence, 42 people aged 10-15 years (Nadlir, M. 2018; in kompas.com).

The majority of cases of the sexual violence in Tangerang are conducted in open areas such as field land, deserted gardens, or huts in the open

fields. Some cases also performed on a rotating basis (Sirait, AM. 2016; in republika.co.id).

The impact of CSA are self-esteem disorder, anxiety, injuring oneself also somatic disorder (Sawyer & Bagley. 2017). The physical impacts of CSA are rips hymen, ISK, and the perineum laceration (Lewis et al. 2017).

The cause of sexual violence in child one of the causes is wrong of parenting, from the research results of KPAI, 70% of parents have not been able to nurture their children with methods and developments of the era, ease of access to pornographic content, social environment and weak parental supervision of the children's daily life (Setyawan, D. 2016; in kpai.co.id).

The factors of child and parent may also affect child sexual violence such as lack of knowledge child and parents about sexual education, the belief that the child must always obey the parents, the self-protecting behavior that is never taught by the parents (Briere et al. 2017).

The role of education institutions include teachers who are still lack of teachers (Utami, 2016). The prevention of violence can be done with preventive programs such as the implementation of counseling in schools comprehensively involving parents and communities to monitor the activities of children (Letourneau et al. 2017).

Strengthened by the findings of Umar et al (2018) that the preventive efforts carried out must be thorough from the family, school, up to the government.

The purpose of this research is to analyse the effect of parenting, and the teacher's role personal safety skills in the prevention efforts of sexual violence of children in Tangerang.

METHOD

The research was conducted by using cross sectional approach. The population were the students of V and VI grade of SDN Kecamatan Sepatan Timur Kabupaten Tangerang amounted to 810 respondents. The samples in this study were obtained by using the Slovin formula as much as 294 samples by using simple random sampling technique.

The parenting, and the teacher's role is a free variable, the personal safety skills is dependent variable. The Instruments in this study used questionnaire.

The technique of the data collection in this research was done by interviews. In this research conducted a multivariate analysis that is to know the effect on the free variables and bound variables by using the logistic regression test.

RESULTS AND DISCUSSION

This study was conducted in Sepatan Timur Kabupaten Tangerang with the aim to know the effect of parenting, and the teacher's role on personal safety skills of elementary school in the prevention efforts of children's sexual violence.

Univariat Analysis

Table 1. Respondents distribution based on parenting, teacher's role, and Personal Safety Skills

Variable	Category	Frequenc i	Presentatio n
Parentin g	Authorities	114	38,8
	Democrati c	62	21,1
	Permissive	118	40,1
Teacher' s Role	Low	84	28,6
	Enough	124	42,2
	High	86	29,3
Peers Role	Low	103	35,0
	Enough	106	36,1
	High	85	28,9
Personal Safety Skills	Low	156	53,1
	High	138	46,9

Based on table 1, showed that parenting of the permissive category were 118 respondents (40.1%).

From the results of the interview of the child who got the permissive parenting have a low educated mother (only graduated of elementary school), and the parents applied the parenting as a child (experience). Parenting are influenced by several factors, namely education, past

experience, parental personality and the values adopted and local culture (Wiranto et al. 2018).

In line with other research stated that the perenting in Indonesia tends to be traditional, it still limits children to adapt in the modern era (Khoiri Agnia, 2016).

The results of the research also in accordance with the research conducted by Astuti et al. (2017) shows that the parenting in providing sexual education in children is 65%. Continuously through the parenting that parents apply can play an active role in providing sexual education so that children have the ability to take care of themselves.

The parenting can form the child's moral is the democratic parenting of 43%. With good moral children better understand how to value themselves and others so that the child can behave socially well (Jannah, 2016).

Early prevention of sexual violence in children is obtained that the parenting of family is indispensable in the prevention of sexual violence in children. Prevention of sexual violence in children should begin as early as possible from the family environment. At the earliest stage, the family must provide sexual education for the child on gender differences between males and females. In addition to education regarding gender and the difference, some parents should to provide their children with what the child can do and can not. Moreover, there are parents who have provided their children to behave asertive with regards to this sexual violence problem. Some parents have taught to show a dissimilar response if there are other types of opponents who smell it, or feel an improper place. But it is only a few parents who have taught an action of asertivity to the children. In addition, differences in the limits of sexual violence owned by individuals or families also leads to different education (Damayanti, et al. 2018).

The teacher's role of enough category was 124 respondents (42.2%).

The results of this study are supported by other studies stating that the roles of teacher as teachers and advisers in the learning experience. Every teacher must provide knowledge, skills in keeping away (Rukaiah, 2017).

Personal safety skills of low category was 156 respondents (53.1%).

The results of this research are supported by other studies stating that it is necessary to teach personal safety skills in children because there is still lack of children's ability to survive the dangers of sexual violence (Mashudi, E. A & Nuraini, 2015).

Bivariate Analysis

In bivariate analysis, the effect parenting of independent variable, the roles of teacher in children's personal safety skills by using Chi-square test.

Table 2. The effect of parenting on personal safety skills in the CSA preventative effort

Parenting	<i>personal safety skills</i>						Total	p-value
	Low		High					
	F	%	F	%	F	%		
Authorities	65	41,7	49	33,5	114	38,8	0,039	
Democratic	24	15,4	38	27,5	62	21,1		
Permissive	67	42,9	51	37,8	118	40,1		
Total	156	100	130	100	286	100		
	6	0	8	0	14	0		

Based on table 2 parenting variable has a value of P-value 0.039 which means there is a significant relationship to the personal safety skills of children in the preventive efforts of child sexual abuse. Similar research about parenting is to declare that the parenting is closely related to personal safety skills (Kurniawan, D. & Hidayati, F. 2017).

The parenting has a significant effect on the value of P-value 0.040 of personal safety skills in the prevention of child sexual abuse. The research conducted by Simanjuntak (2017) about parenting stating that parenting have an effect on the skills of children who gradually become characters. In line with research (Yavie, E. 2017). Parenting affects the child's emotional intelligence. Emotional intelligence becomes the forerunner

that creates children in a variety of skills one of the skills of self-care (personal safety skills) with these skills will be able to recognize, control, and respond to the dangers that will arise. Child knowledge scores on child sexual abuse increase after gave counseling with the value $P = 0,012$ (Astuti et al. 2017). In line with the study of Martin & Silverstone (2016) There is the teaching relationship of KSA preventive training to the positive behavior of students with the value $P = 0,002$.

Table 3. The effect of teacher's role on Personal Safety Skills in CSA preventative efforts

Teacher's role	<i>personal safety skills</i>				Total	p-value
	Low		High			
	F	%	f	%		
Low	35	22,4	49	35,5	84	28,6
Enough	67	42,9	57	41,3	124	42,1
High	54	34,6	32	23,2	86	29,3
Total	156	100	130	100	286	100
	6	0	8	0	14	0

Based on table 3 the result of bivariate analyse with chi-square test variable the teacher's role has p-value 0.021 which means there is a significant effect on personal safety skills in child sexual abuse prevention efforts. Research conducted by Marwa (2016) that the teacher is a modifiers and a proper mediator to convey information to the students, both related to academic and non-academic, such as information about health, health of sexual, sexual violence and self-protection efforts.

In line with the research of Handayani, T (2017) that the teacher's role has an effect on the personal safety ability of children with P-value 0.002. Teachers are assumed to be the prevention agents of child sexual abuse, as they are able to provide an understanding of how to behave, wearing clothes, and keep themselves in accordance with the prevailing norms.

Table 4. The effect of peer's role in Personal Safety Skills for children in CSA preventive efforts

peer's role	<i>personal safety skills</i>				Total		p-value
	Low		High		F	%	
	F	%	F	%			
Low	45	28,8	58	42,0	103	35,0	
Enough	67	41,7	41	29,7	108	36,1	0,021
High	46	29,5	39	28,3	85	28,9	
Total	156	100	138	100	294	100	

Based on table 4 the results of bivariate analysis with chi-square test variable the peer's role has a P-value of 0.021 which means there is a significant effect on personal safety skills in the preventive efforts of child sexual abuse.

The research conducted by Kurniawan, D. & Hidayati, F. (2017) stated that the child has a special relationship that cannot be replaced by both parents and siblings, the relationship is a relationship with peers.

Multivariate Analysis

Table 5. The effect of parenting, teacher's role and peer role to knowledge Personal Safety Skills in CSA preventive efforts

Variable	Sig.	Exp (B)	95% C.I for Exp(B)	
			Lower	Upper
			Parenting	0,007
Teacher's role	0,000	6,091	3,632	10,215
Peer's role	0,001	2,260	1,008	5,065

Based on table 4 result of multivariate analysis with regressi logistic test, the parenting variable has p-value 0.007 and OR 1.394 which means that respondents with parenting of one-time democratic parents have the opportunity to have personal safety skills than respondents with

permissive and authorities parenting. In line with research conducted by (Yavie, E. 2017) parenting affects the children's emotional intelligence. This emotional intelligence is the forerunner that establishes children in a variety of skills such as self-care skills (Personal safety skills) with children's emotional skills will be able to overcome various problems arising during the process development. The child will easily recognize, control, and respond to the dangers that will arise, in other words the child will have high self-esteem.

Variables of the teacher's role have a significant effect with the P-value of 0.000 on children's personal safety skills. OR of 6.091 which means that respondents with a high teacher role of 6 times have the opportunity to have personal safety skills compared to respondents with a low teacher's role. The results of the research conducted by Mulyawati, dkk (2017) child knowledge is a result delivered from teachers in the school and instruction from the parents. Other research conducted by Pramastri & Mahanani (2016) is a preventive attempt of child sexual violence can be done by the teacher, where the teacher becomes the agent of preventing child sexual abuse through giving the knowledge and skills that taught to the students in self-protection efforts. The results can improve students' knowledge and skills and survive the efforts of sexual violence. In line with other research conducted by Mashudi, E. A & Nuraini (2015) with the title of prevention of sexual violence in children through the teaching of personal safety skills can not be conducted without the participation of the teachers who are the preventive agent of CSA .

Another research conducted by Stevie Durma, dkk (2016) personal safety skills taught by behavior skills training as a preventive response to child sexual abuse. When teaching, teachers or tutors are required to explain thoroughly than the learners can understand what they are meant to be.

The variable of peer's role has a significant effect with the P-value 0.001 on children's personal safety skills. OR of 2.133 which means that respondents with a high peer's role of 2 times

have the opportunity to have personal safety skills compared to respondents with a low peer's role.

Peers have a dominant contribution from the aspect of the effect and modelling of the child in behaving (Letourneau, et al. 2017).

Motivation from peers is indispensable in child friendship relationship. Children with motivational peers can improve their self-esteem and can solve both academic and social problems. Peer's role affects personal safety skills because most elementary school children are accustomed to socialize with peers because some of their ages range from 10-12 years old who will enter adolescence, although some of their game has been replaced by games on smartphones (Letourneau, et al. 2017). Peer-group bonds are affection, sympathy, and understanding, sharing experiences and as a place for achieving autonomy and independence (Evelyn, et al. 2016).

CONCLUSION

The conclusion of this study can be taken as follows: There are the effect of parenting, the teacher's role and the peer's role on personal safety skills in the preventive efforts of child sexual abuse in Tangerang.

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