
ASSESSMENT TO DETECT CHILD SEXUAL ABUSE WITH EXPRESSIVE PLAY THERAPY IN STREET CHILDREN ON SEMARANG

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Abstract

Each day seems to bring new revelations about child sexual abuse (CSA), child pornography or the sexual grooming of children on the Internet. As a result many case in Indonesia in sexual abuse. Based of research in Indonesia in tourism place in 10 destination in Bali, Lombok, and Bukit Tinggi become victim of sexual abuse. The current data indicate that girls are more at risk from CSA than boys, but these figures may not reflect accurately the reality of CSA, because of reporting bias. Boys may find it harder to reveal sexual abuse, perhaps because they fear greater stigmatization or are more embarrassed to disclose than girls. It means that gender is not became of parameter who can be victim. So, Assessment of children is important because we don't know what happen with children inside and outside of the house. The form of assessment is using expressive play therapy. Children it's always like games and sing. The form assessment is using paper board and sticky notes. Children draw other friend body in the paperboard with black marker. Then, they write what happen sexual abuse that they have by somebody else. The children also get education of sexuality with sing. The song contain about their self can touch their body but any private body that somebody else can't touch.

Keywords: Children Sexual abuse, Assessment, Games

INTRODUCTION

Sexual abuse in children is a phenomenon who are usually happen in society. Sexual abuse is a torture to children, who the adult or adolescence use children as sexual stimulation. The sexual form to children include ask or push children to do sexual activity, give something like pornography thing. This thing always happen in capital city region, the majority the street children susceptible in physical torture and sexual abuse.

Especially In Semarang region, street children do job which are actually do for adult. Demand economic problem and the social problem who are fight to get money to life. Not only that, street children face conflict to other friends the street children, community, adult, police and the sexual abuse, who are using pil, alcohol, and smoking; and the contagious disease like HIV/AIDS (Wijayanti, 2010) In research of Widyawati, dkk (2005) mention that children is contagious with the all of kind and form the physical and sexual, but they are usually don't have any power to face the torture. The street children in the

condition who are don't have any clear future become problem in the family, society, and country.

Street children become the target to do sexual abuse. In some reason why children usually become the target in sexual abuse is: a children which don't have any power, especially social morality the suspect don't have enough it, control, and parent realize into anticipate the criminality who are low. The fact on society, the problem always happen in street children. Yayasan Setara (Shalahuddin, 2000) in the research said that 30% the street children have sexual experience as a victim of sexual abuse

In the psychology system, street children have time or don't have strong emotional. The age always need accompaniment, play, grow, and development; they must face the hard life. Because of that, the psychology the street children can get stress, anxiety, and depression. The factor of stress is the internal conditional because something from physical (disease, the temperature change, and each other). Or the society, and the situation which endanger and threatening. This thing happen because

anxiety and depression have influenced toward of bad attitude from street children like fighting, take the money, and do the sexual abuse. This thing because need the preventive do sexual abuse in street children

These conditioning principles provide a framework for understanding the development of posttrauma symptoms often exhibited by children who have experienced CSA. Many children experience feelings of fear, anxiety, pain, sadness, shame, and/or anger during the episodes of sexual abuse. Although they naturally associate these negative feelings with sexual abuse, some children, particularly those experiencing PTSD, generalize these feelings of distress from the actual experience of abuse to nonthreatening abuse-related cues such as darkness, men, being alone with one person, certain tones of voice, specific smells, bathrooms, enclosed spaces, getting undressed, etc. These cues are not in and of

themselves dangerous, but because of their association with the abuse, they may trigger the emotions the children experienced during the abuse. Moreover, any cues that trigger CSA-related memories or thoughts may similarly come to be associated with anxiety, fear, anger, shame, and/or other distressing emotions experienced at the time of the abuse. Thus, in an effort to avoid these disturbing emotions, many children work hard to avoid specific abuse-related stimuli, while also actively avoiding thinking, talking, or being reminded of the abuse. (Deblinger, 2014)

various symptoms have been reported to occur in the early aftermath of child sexual abuse, ambiguity exists as to which effects may be directly attributed to the abuse and which may be related to other antecedent or concomitant variables. Also, there may be "sleeper" effects, of which the child and others are unaware, but which emerge with dramatic impact in adulthood. For example, sexual dysfunction may not be evident as a short-term consequence of sexual abuse in the prepubertal child. In adults, however, healthy sexual functioning is considered to be an important component of adjustment. It should be recognized, then, that long-term effects of sexual abuse may manifest differently from short-term effects. Because an adult is able to assess childhood events from a different psychological perspective than the child, understanding the adult perspective is necessary to unravel the full impact of CSA. This is not to suggest that short-term effects are to be minimized in favor of long-term effects since suffering and disturbance at any age call for a therapeutic response; however, a clearer understanding of both the short- and long-term effects of child sexual abuse may be helpful in

planning treatment and in directing the allocation of scarce resources. (Beitchman, dkk 1992)

This study endeavors to see the gender difference in terms of psychological impact of experience of being sexually abused in childhood. This study also explores this psychological impact on work in adult life. Most of the people may assume that the impacts of childhood sexual abuse are more intense on female child than male child and the assumption has been tested using different statistical tools (Wohab Md&Akhter S, 2010). It means that the power of girl is low so they must have any knowledge to prevent sexual abuse. The girl must protect their self than the boy

Menurut Itzin, dkk (2010) Avoidance coping is seen as a passive strategy, it involves denial, behavioural disengagement, distraction, and sometimes withdrawal or hiding, whereas approach or problem-focused coping is seen as active coping, involving planning, positive reframing. A subset of this involves seeking support (emotional or instrumental). A further type of coping distinguished is venting coping, involving venting and self-blame. Avoidance coping is often labelled as maladaptive, and while this may be an accurate description in the long term, in the short term, for a young child, this may be the best, or even only, available strategy. The advisability of labelling particular types of coping as maladaptive is to be questioned in any case, as it runs the risk of undermining victims' acts of resistance in the face of abuse, and mitigates against the facilitation and support of strengths-based approaches to coping

At the beginning of assesment, establish token economies in order to increase treatment motivation and participation and to address difficult behaviors. Behavioral expectations are given and tailored for the developmental age of the child. Elementary school-age children are typically expected to: (a) Follow Directions (e.g., listen to clinician and caregiver); (b) Control Their Body (e.g., keeping hands and feet to themselves); and (c) Be Polite (e.g., using respectful language, participating in the activities). Middle school-age children are typically expected to: (a) Be Respectful (e.g., using polite language, appropriate tone of voice); (b) Participate Actively (e.g., engage in discussions, games, and activities); and (c) Take Responsibility (e.g., acknowledge mistakes, complete activities as instructed including homework assignments). These behavioral expectations are framed as aspirational goals. Children receive rewards based on their ability to meet these goals, which constitutes the fixed interval token economy system (Springer & Misurell, 2014).

Play therapy is used to generate the therapeutic power of play to help the counselee prevent and

solve problems and achieve optimal development. Play Therapy is used as a diagnostic and healing tool. While to express as an expression of art expression is one form of game that can be used to recognize non-verbal symbols and metaphors. that are communicated with the creative process, which may be difficult to express in words or with other modalities (Loekmono, 2012). Therapy is in addition to reveal the child's stressor, the act express itself can be healing because it starts the process of mastering an event and circumstances that make children more empowered, so hopefully can help street children who experience stress to reduce and decrease stress

RESEARCH METHOD

Place to research

Setara is a organization non government who are formal have been built in 1999. The reason to built is the continue in the activity which doing the social worker together street children since 1993. In the 1996 since the work team which facilitation street children especially the paguyuban anak jalanan semarang (PAJS). The facilitator to make organization and the continuein Setara organization.

Time research

The time of research in 2 weeks and it happen in three times

Research Subject

The student follow in 4,5,6 class and it contain 45 student in each class in SD Al Iman Semarang. Most the student of SD Al iman is the street children. Any the student who are become broken home family,dont have any good situation to still life. Any become the seller to help the family. Dont have any good economic to still life.

The method

This desaign use descriptive cros sectional study the researchwith cross sectional method(a time who are the population or the research us sampel who are become the part of population. The sample in this research is 15 responden. the technique of use research is purposive sampling.

The Implementation

The child draws the human body parts on the paper carton media that has been provided. Before starting an assessment of sexual violence,first, the facilitator explains the sexual violences the kind of it and the things that should not be done in humans especially in children. The assessment is conducted through the game. Played games by drawing body parts and stick with sticky notes about violence ever

happen. The steps in drawing the body begin from (1) the children is divided into two large groups consisting of boys and girls groups through with ship game children. (2) the child is encouraged to choose one friend to make (3) children not used as models of two cardboard then combined in parallel with glue , (4) combined paper carton then placed on the floor, (5) one of the children who has been selected as the sleeping model on the back (6) two other friends form the child's body by copy the body shape using the provided marker, (7) after the shape of the body has been printed / drawn, the child is given sticky note paper which is the fruit of five seeds each child , (8) the facilitator encourages the child to do what ever happened / they once felt and write it and sticky note, (9) after working on the form once received, the facilitator encourages the child to stick the sticky notes on body parts that have been drawn on cardboard according to the experience of violence received by the child, (10) after all the children have put sticky notes, the facilitator invites students to sing together sang "sentuhan boleh" which contains a call to guard the body and to engage in sexual violence and (11) UCA facilitator to students about the material that has been delivered. The following lyrics to the song "Sentuhan Boleh" are used in the game for data assessment.

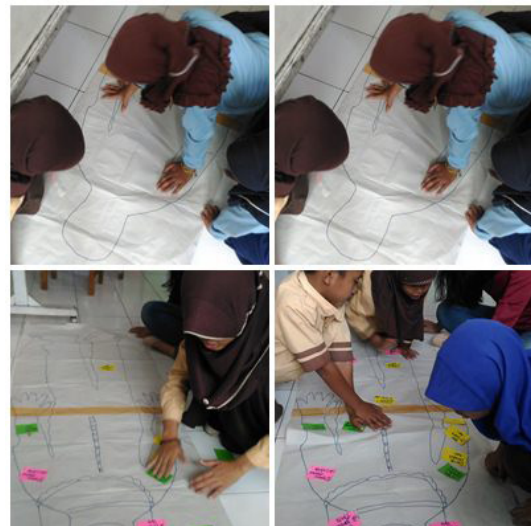


Figure 1 drawing the body and other process

Sentuhan Boleh

*Sentuhan boleh, sentuhan boleh kepala tangan kaki
Karena sayang karena sayang, karena sayang
Sentuhan tidak boleh, sentuhan tidak boleh
Yang tertutup baju dalam
Hanya diriku, hanya diriku yang boleh menyentuh
Sentuhan boleh, sentuhan boleh kepala tangan kaki
Karena sayang karena sayang, karena sayang
Sentuhan tidak boleh, sentuhan tidak boleh*

*Yang tertutup baju dalam
Katakana tidak boleh, lebih baik menghindar
Bilang Ayah Ibu*

RESULT AND DISCUSSION

Based on the above activities, the authors get findings that there are still many children who experience violence, especially sexual abuse. The average children who are get sexual abuse around the sex organs of the girl. In addition to sexual abuse the author also found that there are still children who get physical violence committed by friends or family as slapped, kicked, fighting, pushed and other. Indirectly the authors can also at once clarify things that have been children done and the result spontaneously interviewing to the child while being followed the game so that the child can be honest without having to feel intimidated.

In addition to functioning for assessment data, this game can also build solidarity and self efficacy because they have to work together in making the image media as well as to increase insight in the child about how to respond and avoid the existence of sexual violence in children. Through the song "Sentuhan Boleh" the facilitator give value Education / doctrine on the child about what not to do and what should be done when getting sexual abuse, in other words the child can play simultaneously while learning. Basically instilling values and Education in children is more easily implemented through games and singing, because children will more easily understand, recite, remember it.

After the implementation of this activity, the authors found that the child was happy and understood about the material provided by the facilitator, it can be seen when the next meeting the child can sing the song without the help of the facilitator again, and can understand about things that should not be done with (including sexual abuse) and reporting incidents that could harm and injure a child to a school facilitator or teacher such as the value that has been implanted to the child through the song "Sentuhan Boleh".

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