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## MODEL OF HANDLING SEXUAL HARASSMENT TO CHILDREN USING STORY TELLING

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### Abstract

As in other parts of the world, sexual harassment to children in Indonesia is proceeding to alarming. Children have highest risks to sexual harassment since children have no knowledge on it, it can be occurred anywhere, and anybody can be the doer. The victims of sexual harassment to children can be from any social strata, and can be male and female. This research was aimed at probing the forms of sexual harassment to children; forming the model of handling the sexual harassment; and making a training modul of 'story telling'. This research used some approaches (multi-method), namely quantitative and qualitative. The subjects of this research were children who were the victims of sexual harassment, teachers of Kindergarten and elementary schools in Surakarta. From the interviews, it could be found that the forms of the sexual harassment to children of 5 to 8 years old were sexual abuses, namely touching/palpation to the genital, lips kissing, and oral stimuly to the genital. One of the effort implemented in this research was story telling. The stories were developed based on the identification of the forms of sexual harassment. The stories were written in the form of 'story book with pictures'. Story telling method was used as one of the intervention media which contained the stories that told and helped the children of how to face the doer and what to do after the incident. The result of the book validation of 4 experts was that the Content Validity Index was .75. It could be concluded that the quality of the book is good and fulfill the elements needed. The model and equipment developed were limited to the making of media and modul for the teachers. Sugestion given to this research was that after the model and media were tried out and reflection and evaluation were formulated, the research can be developed directed to treat the victims.

**Key words:** sexual harshness to children, storytelling method, and modul.

### INTRODUCTION

In 2014 the National Commission for Children Protection of Indonesia accepted 1,789 cases on child abuse. The forms of the abuse were physical, sexual, and/or psychological which occurred domestically (in family) or at school. Among the forms of abuses, sexual abuses were the most dominant case which were reported (<http://berita.liputan6.com>). The case that grabbed the attention most was the sexual abuse in Jakarta International School occurred at the end of 2014. In that case some of kindergarten children, in age of 4 to 7 years, had been the victims of sexual harassment. Public were angry at that time because it occurred in school and the doers were those who knew education and children protection. According to press, the phenomena of sexual

harassment to children were like an iceberg. The cases which were reported were only the small percentage of the real cases. Based on the interview with "Kakak", a non-governmental organization concerns to children, there were many sexual abuses to children which were not reported. It was because children did not aware that they had been the victims of sexual abuse, the children were not well informed, the family tended to cover the case, and the doers and parents had agreed not to proceed the case to the police. The informants in "Kakak" said that the cases of sexual harassment tended to be uncovered, because of the commitment of both side to be silent, and because of the conviction that being victim of sexual harassment were serious stigma for both children and family. The lack of information about sexual

harassment to children was the main reason for the limited treatment to children after the incident.

The massive and serious sexual harassment cases attract serious concerns of people. People concern very much because sexual harassment could happen to any child, anywhere, and whoever could be the doer. The victims of sexual harassment could also be from any age, any social and economic strata, and any sex (Bolen, 2003; Cecen-Erogul, & Harisci, 2013). Higher risks were female, children with mental retardation, children with no parent (Berliner, in Olafson, 2011). The doers of the sexual harassment to children could be anybody, the one who had a purpose to do it, or someone who had opportunity (Kinnear, 2007).

One of the school-based researches to prevent sexual abuse to children conducted in Indonesia was the research of Ira Paramastri, conducted in primary school in grade 4. The result of this research was that by the use of comic could increase the knowledge of the students on the sexual abuses and the knowledge in making right decision in facing the threat of sexual abuse (Paramastri, 2007)

Sexual harassment is a bad and traumatic experience for children that should be handled. Accurate treatment was the effective way to tackle the bad effect of sexual abuse (Bolen 2003; Guterman, 2001; Rank, Liljequist, Steinberg, Bosco, & Phrase, 2002 in Cecen-Erogul & Harisci, 2003). The treatment could be done directly to the children, and also to the people around them, especially parents and teachers because they are important agents in the efforts of handling the sexual harassment to children (Wurtele & Kenny, 2001). The approach in the treatment should cover the approaches of multiple levels of policy, community, and interpersonal (Plummer, in Krahe & Knappert, 2009; Bilginer, et al., 2013). Of course, children should remain the main subject of intervention (Krahe & Knappert, 2009). The treatment to the dweller where sexual harassment to children occurred was done by giving education about sexual harassment. The main reason was that the lack of information about sexual harassment causes the sexual harassment could occur (Finkelhor, 207: Kenny, et,all, 2008). Children had limited knowledge on sexual abuse, so they thought that sexual touch to them as acceptable behavior (Daro, 1994: Cecen-Erogul & Harisci, 2013; Kenny, et all, 2008; Krahe & Knappert, 2009).

The above statements show the importance of education on sexual harassment to children in order

that they can take effort of avoiding the incident. Teachers in schools should also be trained to have ability to educate their children and take effort of avoiding their students from the incident. With such specific training, teachers can educate their students of how they can recognize the dangerous situation and the teachers know what to do when sexual abuse happened to their students (Baginsky & Macpherson, 2005; Finkelhor, 2009). Paramastri (2011) conducted a research to clarify the teachers' ability to be the change agents to handle the sexual harassment to children in Yogyakarta. The results of the research showed that practically the teachers' could be the change agents for prevention and intervention of the sexual harassment to children.

The objectives of this research were (1) to reveal the forms of the sexual harassment to children; (2) to form the model of handling the sexual harassment; and (3) to make a training module of 'story telling'.

## **METHOD**

This research was done with multiple approaches (multiple methods), namely qualitative and quantitative approaches. Observation and interview were used in qualitative, and calculation of the assessment of experts to the quality of the guide-book for teachers was used in quantitative.

Data analysis of this research consist of two parts, first, the technique of data analysis related to the results of the try-out of instrument for interview, second, the technique of data analysis related to the result of experts' judgment to the instrument of guide book.

## **DISCUSSION**

### **1. Forms of Sexual Harassment to Children**

The results of the interview done in some kindergarten and primary schools in Surakarta showed that there are eight children in the age of 5 to 9 years old who had a problem with sexual abuse. The results of the interview with teachers and parents showed that the forms of the sexual abuse to those children could be described as follows:

- a. The forms of the sexual abuse were sexual harassment. The sexual harassment to the subjects were the touching to the genital many times, lips kissing, oral fellatio (oral stimulation to penis), and cunnilingus (oral stimulation to clitoris). Based on the results of interview and observation, the sexual harassment done by the doer to the subject happened once to three times, and

all of them were occurred at the day time. Mostly, the victims who were observed and interviewed did not show the psychological stress because of the incidents, but they showed the fear to the doer and to such situation which remind them to the incidents.

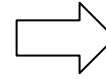
- b. The locations of the sexual harassment were mostly in the neighboring house (the doers were the neighbors), only 3 victims mentioned other locations, namely, in the victim's own house, in the street, and in the farming field.
- c. The doers of the sexual harassment were those who were known well by the victims.

In most case, the children were very easy to be persuaded. The stimulants used by the doers were food, money, or toys. Beside that, the children were afraid to reject the persuasions, especially to those who the children knew well. It is because of the way the children think which tend to be very limited and simple. For this case, the roles of the teacher and parents were very important to protect children from the sexual harassment. It was not enough for the children, the parents, and the teachers to be alert with strangers but also those who close to the children, included family members or the people that the children know well.

## 2. Strategy and Technique of Handling the Sexual Harassment to Children by Teachers

Based on the identification of the forms of the sexual harassment, this research made a model for handling the sexual harassment and threat to children. The treatment used was story telling with story written in the form of book with pictures. Story telling method was used as one of the intervention to reduce, to explain, and to help the children/victims when they meet a stranger or in threat of the danger, and if the incident had occurred. Cognitive approach in story telling method was hoped to help the children to change their thought distortion and to be more adaptive. It was hoped to be gained by the children from the exploration when they compare the problem of the character in the story with problem the have in the incident. The children were hoped to find inspirations from the story and then they implement in their own situation. Analogical thoughts have very important roles in exploring the existing problem. The description of the model is as follows:

Finding:  
The real problem was that there were sexual harassment to children in the forms of kissing, immoral touching, oral activity to genital



The form of Intervention:  
Storytelling Method: The materials of story telling were based on Sexual Abuse to Children (knowing the parts of their own body, knowing the doer of sexual harassment, guidance to the victim of sexual harassment)

### 3. Developing Guideline for Educator

The important parts of this treatment were the scenario of the treatment which showed the steps and activities that should be done by the children in every learning session. The steps of developing guide book were:

- a. Problem Identification  
The step of problem identification were done by doing theoretical reviews to find out the concept of children's understanding on sexual harassment which would be then revealed in the stories, and through the use of reading story book method.
- b. Objective Identification  
Objective identification was to determine the objectives that should be achieved. The objectives were used as the basis for developing the story book and the implementation of the method of reading the story book.
- c. Developing Treatment Instrument  
This step covers the development of guide book and other supporting media for training the teacher. The supporting media were story book with picture, the format of the guide book, and observation instrument.
- d. The process of structuring of the guide book  
This process covers developing the general guide lines and the scenario of reading the story book.

### 4. Experts Judgment on Story Telling Guide Book

Expert judgment was conducted to achieve the quality of the acceptability of the form and the content of the treatment, in this case is the story book with picture. Expert judgment involved 4 experts consisting of expert on educational psychology, children literature, guidance and counseling, and children educator. The aspects of

expert judgment were focused on the utility; ability to provide practical information to children; feasibility which had the characteristics of realistic, wise, diplomatic, and economical; and accuracy which covered ability to open and give adequate information about the themes, determine the value of the treatment, and politeness property which involves whether or not the stories violated the norms. The intervention treatment was intended to be able to develop the emphatic behavior.

Expert judgment was done by giving questionnaire to the four experts and discussion. Based on the data from the four experts, the evaluation of four aspects was analyzed by using Content Validity Ratio (CVR) introduced by Lawshe (2075) as follows:

$$CVR = \frac{n_e - \frac{N}{2}}{\frac{N}{2}}$$

CVR = Content Validity Ratio  
ne = Number of SME (Subject Matter Expert)  
N = Total SME

In judging the value of the guide book, the experts of each subject (Subject Matter Expert/SME) were requested to assess or value and to examine each item in the questionnaire. Based on the formula above, the value of CVR was in the range of -1 to +1. The CVR 0 means that a half or fifty percent of SME thought that such item was accurate. If CVR was more than 0, it means that more than a half of SME thought that such item was accurate. If CVR was less than 0 means that less than fifty SME thought that such item was accurate.

In implementing the value of CVR, either statistically accepted or not accepted, Lawshe (1975) stated that the value was based on the significance of  $(p) + 0.5$ . In the table of value of CVR, it is determined that if the number of experts is 5 or less, then the ratio of validity which should be achieved is .99. If the results of the judgment of the experts showed the value as in the table, it means that the guide book should be revised and re-evaluated so the value of the instrument was match with the criteria.

The result of the 4 expert judgments to the guide book using content validity ratio showed that there are 26 (twenty six) items which fulfill the minimal standard of criteria of CVR (.99) and 4 (four) items which have not yet met the criteria. Based on the

calculation of CVR and the written suggestions given by the 4 experts, the researcher revised the guide book in order that all items fulfill the minimal standard of criteria of CVR.

The final result of the guide book validation from the 4 expert showed that the Content Validity Index (CVI) is .75. It can be concluded that the guide book is good in quality and fulfill the standard.

#### D. Conclusion and Suggestion

The results of the research showed that the forms of the sexual harassment to children can be used as the basis of developing the story book with picture. The model and the lesson plan were developed based on the sexual harassment-based story book which has been revised and validated by the experts and has been tried out to some children. It is hoped that after evaluation and reflection, the book can be used to handle the victims (children) of sexual harassment.

Indonesia entered the ranks of countries with high corruption figures in the world. The behavior of these corrupt crimes has penetrated into various loopholes in the midst of society. However, although Indonesia is still vulnerable to corruption, there is at least some evidence of serious efforts by the authorities in combating corruption.

In 2016, based on data from Transparency International, Indonesia ranks 90th out of 176 countries, with the Corruption Perception Index (CPI) reaching 37 points. It proves that there is an increase compared to previous years, such as CPI score of 34 points in 2014 and 36 points in 2015.

In 2004, the Indonesian government has attempted to incorporate anti-corruption lessons in schools through Presidential Instruction No. 5/2004 on Accelerating the Eradication of Corruption. In the 11th part of Dictum (Special Instruction) point 7, the government has instructed the Minister of Education to conduct an education based on the spirit and attitude of anti-corruption.

In its steps to eradicate corruption, the Commission also targeted the needs of Indonesia's young generation, among them, are children. Children who will lead Indonesia later, are expected to be well educated about the corruption of corruption for the sustainability of the nation and state. Children are potential future leaders. Therefore, anticorruption education on children is expected to help break the cycle of corrupt behavior in Indonesia. More importantly, the environment plays an important role in shaping the attitude of children. Within this framework, children should have proper learning about an environment that values integrity (Aryanto, 2007).

One of the strategic policies undertaken by the KPK is to publish a variety of anti-corruption education products intended for children, namely games, songs, animated films, and publish children's storybooks. This research will be limited to the digital book version of the children's storybook. The publication of the children's story is expected to educate children in a way that children love.

Since 2012, the KPK has issued a policy by initiating and publishing the children's storybook *Seri Tunas Integritas*. The aim is to instill early anti-corruption values to Indonesian children. The nine values of anti-corruption, namely: 1) honesty; 2) concern; 3) independence; 4) discipline; 5) responsibility; 6) hard work; 7) simplicity; 8) courage; and 9) justice. With various considerations and foundations, KPK believes that children's stories are the most effective medium for instilling these nine anti-corruption values to early childhood.

Before the children's series of *Tunas Integritas* series was published, the KPK has held an anti-corruption workshop that specifically invites a number of writers, layouts, editors, and children's book illustrators. The event was held on 30 November to 2 December 2011. Through the workshop, it was proposed that one of the ways to eradicate corruption preventively is by planting and socializing anti-corruption culture. This is where children's reading writers play an important role. Children reading authors are expected to make readings that contain the basic values of anti-corruption. Those values are honest, disciplined, responsible, simple, hard work, independent, fair, courageous, and caring.

The publication of the children's story is part of the communication policy undertaken by the KPK. In planning, of course, the publication of children's storybooks is preceded by various research and studies in the community.

Socio-psychologically, the flow of information that continues to hit our lives will cause various influences on the development of the soul, especially for children and adolescents. Their pattern of behavior, little by little, is influenced by what they receive that may deviate from the stage of development of the psyche as well as the prevailing norms. This can happen when the impression or information that an adult should have consumed was watched by the children (Amini, 1993).

Therefore, the comic is expected to provide

education to the public to recognize corruption and stay away from his behavior.

In the midst of the advancement of the digital era, the KPK is also aiming for the utilization of digital platforms in anti-corruption education. Therefore, the KPK publishes the storybooks in a digital format that can be accessed easily.

## METHOD

This study uses a qualitative method. Qualitative research is intended to provide an overview or understanding of how and why a symptom or reality of communication occurs (Pawito, 2007: 35).

The purpose of this research is to conduct the content analysis on serial comic *Tunas Integritas* KPK production so that it can be known substance, that is anticorruption messages, which is delivered in a special formulation for children.

Related to this, the researcher will explore what anti-corruption values will appear in the digital versioned comics.

In this study, researchers tried to describe the message content implicit in the comic as a media delivery message. Researchers do an analysis of the object of research, which is 7 comic book *Series Tunas Integrity* publishing initiated and initiated by the KPK. In this case, the researchers tried to compare the seven comics so as to find the similarities and differences in conveying anti-corruption values. In addition, researchers conducted a study of literature on reference sources in the form of books, journals, and the Internet to enrich understanding.

## RESULT AND DISCUSSION

The results of the analysis of seven comics for children of Kindergarten age, whose publications were initiated and initiated by the KPK are as follows:

### **Ungu, Di Mana Kamu? (Purple, Where Are You?)– Forum Penulis Bacaan Anak (2012)**

The book "Purple, Where Are You?" Consists of 16 sections with one storyline. The main character in the book is an insect called Kumbi Hil. Through Kumbi Hil's character, the author invites the reader to learn about anti-corruption values by performing various educative games such as making a workshop, searching for words, finding a way in drawing labyrinths, drawing, finding certain words in poetry, and searching for missing pieces. Through the book, the values presented are

honesty, caring, independence, responsibility, hard work, and courage.

**Ini? Itu? (This One or That One)– Forum Penulis Bacaan Anak (2012)**

The book "This One or That One?" "Consists of three stories, not " Not Used Goods ", " Mobil-Mobilan Dido ", and " Chaca Must Know. The three stories provide educational value to children through descriptive stories that convey the values of honesty, caring, responsibility, hard work, simplicity, and courage.

**Hujan Warna Warni (Colorful Rain)– Forum Penulis Bacaan Anak (2012)**

The book "Colorful Rain" consists of 4 stories, "Rajarima", "Oncom City", "Colorful Rain", and "Guest of the Future". The four stories contain educational elements that teach children about the values of honesty, caring, responsibility, justice, and courage.

**Byur! – Forum Penulis Bacaan Anak (2012)**

The book "Byur!" consists of five stories, "Is there a Basket for Oshi?", "Fufu and the Thief", "Bimo Beware", "Sugar Candy", and "Cake Santan Walnuts". The five stories have different educational values, which include values of honesty, caring, responsibility, courage, and hard work.

**Cerita dari Peternakan Kakek Tulus (The Story from Grandfather Tulus's Farm) – Tim Komunitas Kajian Dongeng (2007)**

The book "The Story from Grandfather Tulus's Farm" contains nine parts of the story. All of it is an everyday story that takes place in a village. In the village, there are interesting events that educate children about the value of responsibility, honesty, caring, courage, simplicity, and hard work.

**Ya Ampun, Sabar Dong! (Please, Be Patient!) – Forum Penulis Bacaan Anak (2012)**

The book "Please, Be Patient!" consists of 5 exciting stories titled "Rara Princess Dress", "Ya Ampun, Sabar Dong!", "Flozy Powder Flo", "Do It Soon, Princess", and "Mini Rings Remi".

The stories in the book give the values of patience, courage, independence, caring, and hard work. It is very important to imitate by children.

**Wuuush - Forum Penulis Bacaan Anak (2012)**

The book "Wuuush" consists of 5 stories, "Suffice Only", "Milk for Mom", "Pasar Kaget",

Aji Plan ", and " Dur Dur Monster ". The whole story in the book teaches children about the value of simplicity, discipline, responsibility, courage, and honesty.

**CONCLUSION AND SUGGESTION**

This study shows that the comic series of Tunas Integritas issued by KPK has been able to convey anti-corruption values to children. The nine values of anti-corruption, namely: 1) honesty; 2) concern; 3) independence; 4) discipline; 5) responsibility; 6) hard work; 7) simplicity; 8) courage; and 9) justice.

The nine values are delivered through a comic medium that is very interesting and liked by children. The stories in these books are very educational and inspiring, in some books there are also educative games that children can follow so that the values of anti-corruption can be conveyed in a fun way. The media used is full-color comics with interesting illustrations that are very liked and easily understood by children. Thus, the delivery of messages will be effective and on target.

Thus, the idea of anti-corruption can be campaign attractively to children. Not merely rigid campaigns that can only be enjoyed by the adult age group. It is hoped that anticorruption education on children can help break the cycle of corrupt behavior in Indonesia. Thus, future generations in the future will move in a better direction and always stay away from corruption for the sake of a better Indonesia.

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