
THE EFFECTIVENESS OF FAMILY INTERVENTION MODEL ON PARENTS EFFECTIVE COMMUNICATION SKILLS IN SEXUAL VIOLENCE

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Abstract

Sexual violence that occurs in children's classrooms places them with a significant impact on their health and lifelong well-being. This study aimed to identify the Family Intervention Model's effectiveness on parents' practical communication skills in preventing children from acts of sexual violence in border areas. This research comprised 23 wives and 23 husbands from Kecamatan Sajingan Besar. Qualitative data was collected with observations. During the research, the Parents Effective Communication Scale was used as means of quantitative data collection. The pre-test scale was given in the rapport-building session, and the post-test for the last session of intervention. The data has been analyzed using Wilcoxon Test. The Wilcoxon test showed the Z value is -5.437 with a significance value (p-value) of 0.000. The test significance value (p-value) is smaller than 0.05 ($0.000 < 0.05$), so there was a significant difference in parents' effective communication after the intervention.

Keywords: *effective communication; family intervention models; sexual violence*

Introduction

Sexual violence against children is a global problem affecting victims, families, the environment, and society. Sexual violence against children includes sexual exploitation and sexual abuse and can be used as a general term to refer to phenomena of physical or psychological violence (UNICEF, 2022). According to the World Health Organization (WHO), in June 2022, globally, it is estimated that up to 1 billion children aged 2-17 years have experienced physical, sexual or emotional abuse or neglect in the past year. West Kalimantan Province is one of the areas that are prone to incidents of sexual violence against children and adolescents. In 2018, there were cases of sexual violence against women and children in West Kalimantan. 25.44 % or 115 cases of sexual violence. Data from the West Kalimantan Regional Commission for the Protection of Women and Children (KPPAD) throughout January 2020, it

was recorded that the number of children who were victims of sexual violence reached 54 cases (Tribun Pontianak, 2022).

Based on data on complaint cases from the Office of Women's Empowerment, Child Protection and Population Control in Sambas Regency, cases of sexual violence against children show the results in the table 1 below:

Table 1. Distribution of Child Sexual Violence Cases in Sambas District

Violence Type	Year			Total Cases
	2019	2020	2021	
Sexual Violence	27	40	18	85

In 2022 the number of cases of sexual violence against children will again increase to 36 cases from January to June 2022 (Tribun Pontianak, 2022). Sajingan Besar District is a part of Sambas Regency, located on the border. In 2018 there was a case of sexual violence against children that occurred in the Sajingan Besar District (Tribun Sambas, 2022). This incident illustrates that sexual violence occurs not only in urban areas but also in border areas and is far from being monitored.

The high number of cases of sexual violence against children every year is of particular concern to all parties, both the government and the world of education, including families, to find a long-term solution. The family has a vital role in helping change this condition which can be done with other family members. Parents have an essential role in protecting children from threats of sexual violence (Septiani, 2021). One of the crucial roles of the family is to communicate well and provide complete protection and responsibility. Interpersonal communication solves child abuse cases (Septiani, 2021). This is because maintaining communication and creating openness in communication can make parents know early on what their children are feeling (Septiani, 2021). Parents must be compassionate if they see changes in children's behaviour out of habit. Excellent and practical communication skills with children can be done by parents in order to prevent sexual violence.

Prevention efforts by parents in the context of acts of sexual violence as primary prevention need to be implemented. One of the most widely implemented strategies for effectively preventing child sexual abuse has been an elusive target. However, it is potentially achievable with wise application of resources, rigorous methodology and selection of promising target interventions (Letourneau et al.,

2014). Therefore, in preventing acts of child sexual violence, it is necessary to focus on parents because parents can disseminate in various settings (Mendelson, 2015). One of the efforts that can be made in dealing with sexual violence against children through a family approach is the Family Intervention Model (FIM). The results of previous research that measured the effectiveness of implementing the family intervention in their review showed that family intervention has the goal of increasing the role of parenting while reducing parenting stress (Ducharme et al., 2000; Peled et al., 2010 in Chyntia F. Rizo et al., 2011) and improving parent-child relationships (Ducharme et al., 2000; Scott & Crooks, 2007 in Chyntia F. Rizo et al., 2011) increases father's understanding of the impact of Intimate Partner Violence (IPV) on children. The Family Intervention Model (FIM) is a family-based intervention model through efforts to change cognitive, affective and behavioural aspects (19). The goal of FIM (Family intervention Model) is to activate family functions about the practical communication function of parents so that changes in one family member can affect other family members. The intervention model involves psychoeducation, problem-solving, and counselling skills. The quality of effective communication is an essential indicator of family functioning and represents the outcome of the family intervention model in preventing sexual violence. The location of intervention research was carried out in three villages, Sanatab, Sebunga, and Kaliau. The locations of these three areas were chosen because they are the border areas of Indonesia and Sarawak Malaysia, so they are areas that are prone to crimes, including sexual violence (Antara Kalbar, 2016). This study aims to determine the effectiveness of the Family Intervention Model (FIM) on parents' practical communication skills in preventing children from acts of sexual violence before and after being given the intervention.

Methods

Research design

They were taking mixed-method subjects using quantitative and qualitative approaches. Quantitative research uses the practical communication scale of parents, and qualitative research uses the results of Focus Group Discussion (FGD). The first intervention session was "Psychoeducation and Effective Communication about Sexual Violence ", which was carried out on July 14 2022; the second session was a role-play activity on " Effective Communication about Sexual Violence " on July 15 2022; and the third session of the Focus Group Discussion was then ended by filling out the posttest on July 16, 2022. The research design used a quasi-experimental with a one-group pretest-posttest design using

a purposive sampling technique. The activity is in the form of intervention which includes, first, psychoeducation, namely providing knowledge about sexual violence and effective communication between parents in children's sexual education. Second, in role-play, parents simulate communicating with children through role-play activities. Third Focus Group Discussion, namely discussions about the role of parents in providing sexual education to children, communicating the prevention of sexual violence against children, as well as actions and follow-up related to sexual violence. The material in the FGD contains aspects of effective communication consisting of Openness, Empathy, Supportiveness, Positiveness, and Equality. The pretest was given before the intervention was given, and the posttest was given after the entire intervention was completed. The difference resulting from the measurement can be considered an effect of the treatment given (Latipun, 2015).

Participant

The criteria for determining research subjects were married couples who have children domiciled in Sajingan Besar District. Subjects carried out the screening process through pretest and posttest, so 23 married couples were selected as the data source in this study. The sample criteria used in this study are:

- a. Parents who have children aged 6-17 years
- b. Gender male and female
- c. Minimum education graduated from junior high school
- d. Domiciled in Sajingan Besar District in the Villages: Sebunga, Kaliau, and Sanatab
- e. Willing to participate in FIM intervention activities until the completion

Instrument

The measurement of this research uses a scale questionnaire compiled by the author. The results of the reliability of the scale with an alpha value = 0.90 indicate that the scale of the Family Intervention Model measuring instrument for sexual violence can be used as a measuring tool for research data collection with good reliability. The Professional Judgment technique has tested this scale with valid item results. Validity is defined as the extent to which the measuring instrument can capture what is to be expressed. If the measuring instrument has good validity, then what is revealed is accurate so that the research is correct (Periantalo, 2016). Measuring tools or other materials used in this research are (a) Informed Consent; (b) the Community Diagnosis Questionnaire; (c) the pretest sheet; (d) the Family Intervention Model Module for effective communication, which was prepared by resource persons, namely psychologists; (e) Focus Group Discussion indicator sheet (e) Posttest sheet.

Research procedure

Table 2. Stages of the Family Intervention Model

Session	Method	Information
Screening	Measurement Scale	Subjects filled out <i>the Family Intervention Model questionnaire</i>
<i>Pre-Test</i>	Measurement Scale	Subjects filled out <i>the Family Intervention Model questionnaire</i>
<i>Rapport-Building</i>	<i>Games</i> <i>Ice Breaking</i>	<ul style="list-style-type: none"> • Subject did <i>ice baking</i> • Introduction to the Research Team and Resource Persons
Session 1. "Psychoeducation and Effective Communication about <i>Sexual Violence</i> "	<ul style="list-style-type: none"> • Lectures / Education • Letters of hope for children • Discussion and Q&A 	Participants understand the concept and meaning of <i>sexual violence</i> , effective communication in <i>parenting</i>
Session 2. <ul style="list-style-type: none"> • <i>Role Play for Effective Communication about Sexual Violence</i> 		Participants carry out a simulation of applying effective communication in sexual violence and communicating with children
Session 3. " <i>Focus Group Discussion (FGD)</i> "	Discussion	Participants conceptualize the role of parents in providing sexual education to children, communicate prevention of sexual violence in children and actions and follow-up related to cases of sexual violence
<i>Post-Test</i>	Measurement Scale	Subjects filled out <i>the Family Intervention Model questionnaire</i>

Data analysis technique

The data analysis technique used is a non-parametric statistical analysis technique 2-related sample test with the Wilcoxon test. This technique is used to determine the effectiveness of the intervention given. Assessing the differences in pretest and post-test conditions in the same group used the Wilcoxon Signed Rank Test (Suseno, 2012). Data analysis was assisted by Statistical Product and Service Solutions (SPSS) 17.0 for windows.

Result

Quantitative Data

Preliminary screening data for the study were collected based on three selected villages: Sebunga, Sanatab and Kaliau. Pretest data collection in Sebunga Village, Kaliau Village, and Sanatab Village was carried out on April 28 2022, with initial screening subjects. The screening results were then returned on 10 – 12 May 2022. Based on the distribution of screening data, the results showed that the percentage of elementary education level obtained the highest percentage of 43% and those with tertiary education obtained the lowest percentage, namely 4.3%. As for the age of the respondents, 50% were aged over 40 years. The following is the distribution of the characteristics of the participants in the study shown in table 3 below.

Table 3. Frequency Distribution of Subject Characteristics (n=46)

Characteristics	Group					
	Kaliau Village		Santatab Village		Sebunga Village	
	frequency	%	frequency	%	frequency	%
Gender						
Man	7	50	99	99%	89	85%
Woman	7	50	1	1%	11	15%
Education						
SD	0	0	62	62%	34	43%
JUNIOR HIGH SCHOOL	2	14,2	15	15%	41	26.7%
SENIOR HIGH SCHOOL	12	85.7	20	20%	22	26%
College	0	0	3	3%	3	4.3%
Age						
19-30	1	7,1	12	12%	10	9%
31-40	9	64,3	55	55%	32	41%
>40	4	28.5	33	33%	58	50%
AMOUNT	14	100	100	100%	100	100%

After the screening process is carried out, the next step is determining the research sample, which aims to select participants who will be used as research subjects and given an intervention process, namely the Family Intervention model. Based on the screening results, data determined the characteristics of the subjects based on gender, education and age. Restrictions on research subjects are adjusted to the research objectives and are determined based on the research sample criteria. Subjects were selected from the villages of Sanatab, Sebunga and Kaliau as many as 46 people. Each village is represented by 14-16 people (7-8 married couples) according to the criteria of research subjects.

The ability that is measured in each intervention stage is practical parental communication skills.

The following aspects of effective communication are measured in the intervention:

Table 4. Aspects of Effective Parental Communication

No	Aspect	Code	Indicator
			Effective Communication
1.	Openness	OP	Able to answer questions
			Express opinions
			Open to accepting the opinions of others
2.	Empathy	EP	Be able to tell events
3.	Support	SP	Active speaking
4.	Positive	PS	Able to communicate well
5.	Equality	EQ	Easy to get along

Before carrying out the intervention process, the initial stage is for the subject to first fill out the pretest sheet, along with the pretest results data from the three villages:

Table 5. Analysis of Pre Test Data in Three Villages

Village Name	Pre-Test				
	OP	EP	SP	PS	EQ
Sebunga (n=16)	564	212	312	122	52
Kaliau (n=14)	383	141	219	74	37
Sanatab (n=16)	521	188	290	113	51
TOTAL	1468	541	821	309	140
AVERAGE	489.3333	180.3333	273,667	103	46.66667

The results of the pre-test calculations in table 5 above show that each aspect of parents' practical communication skills in the three villages, namely Sebunga Village, Kaliau Village and Sanatab Village, has different scores. The aspect with the lowest score is the aspect of equality (Equality), which is an average score of 46.6—while the aspect of openness (Openness) is the highest score, showing an average score of 489.3. Based on the stages of the intervention that had been carried out, the subject filled out the posttest sheet as a form of measurement of the treatment or intervention given.

Table 6. Post Test Data Analysis in Three Villages

Village Name	Post-Test				
	OP	EP	SP	PS	EQ
Sebunga (n=16)	625	234	332	125	55
Kaliau (n=14)	451	171	254	94	43
Sanatab (n=16)	596	193	316	135	66
TOTAL	1672	598	902	354	164
AVERAGE	557.3333	199.33333	300.6667	118	54.66667

Posttest results show the highest and lowest average scores on the same aspects and indicators on the pretest results. This shows the consistency of the subject's attitude on the same aspect, namely, openness and equality. At the same time, the indicator with a low score is the attitude of equality. The pretest and post-test results showed an increase in the score for each aspect with a score range of 24 - 204.

Table 7 Empirical and Hypothetical Data

	Empirical Score				Hypothetical Score			
	Max	Min	Means	SD	Max	Min	Means	SD
Communication Effective	95	50	80.6	9.8	110	22	66	14.7

Table 7 presents an overview of the results, divided into empirical scores (obtained from research subjects) with a maximum score of 95, a minimum score of 50, a mean of 80.6, and a standard deviation of 9.8. Hypothetical score (possible) with a maximum score of 110, a minimum score of 22, a mean of 66, and a standard deviation of 14.7.

Table 8. Categorization of Parents' Effective Communication of Sexual Violence

Variable	Category	Criteria	Frequency	Percentage (%)
Communication	Low	$X < 51.4$	1	2.2%
	Currently	$51.4 \leq X < 80.6$	13	28.3%
Effective	Tall	$80.6 \leq X$	32	69.60%
Amount			46	100%

Table 8 above shows that the subject's practical communication skills regarding the problems of sexual violence studied in the study are in the high category, with a total percentage score of 69.60%.

Table 9. Results of Statistical Analysis of Pre Test and Post Test of Effective Communication Skills

		Ranks		
		N	MeanRanking	Sum of Ranks
POST TEST - PRE TEST	Negative Ranks	3 ^a	9.83	29.50
	Positive Ranks	41 ^b	23.43	960.50
	ties	2 ^c		
	Total	46		

Posttest - Pretest Information	
Z	-5,437 ^a Significant
asympt. Sig. (2-tailed)	.000

Wilcoxon Signed Rank test results the pre-test and post-test of parents' practical communication skills obtained hostile ranks. Alternatively, the negative difference between the results of effective

communication for the pre-test and post-test is the value of N 3, which means that the three subjects experienced a decrease in the pre-test to the post-test results. The mean rank or average is 9.83, while the number of hostile ranks in the sum of ranks is 29.50. Positive ranks or positive differences between the results of effective communication for the pre-test and post-test is the value of N 41 which means that 41 subjects experienced an increase in the results of the pre-test and post-test scores. The mean rank or average is 23.43, while the number of positive ranks in the sum of ranks is 960.50. The tie value of 2 is the same between the pre-test and post-test. Based on the results of non-parametric statistical analysis 2-related sample test Wilcoxon test with the help of Statistical Product and Service Solutions (SPSS) 17.0, the analysis shows the value of $z = -5.437$, with $p = 0.000$. The significance value of the test (p-value) is less than 0.05 ($0.000 < 0.05$), so it can be concluded that there is a significant difference in the subject's practical communication skills before and after being given intervention in the form of the Family Intervention Model (FIM).

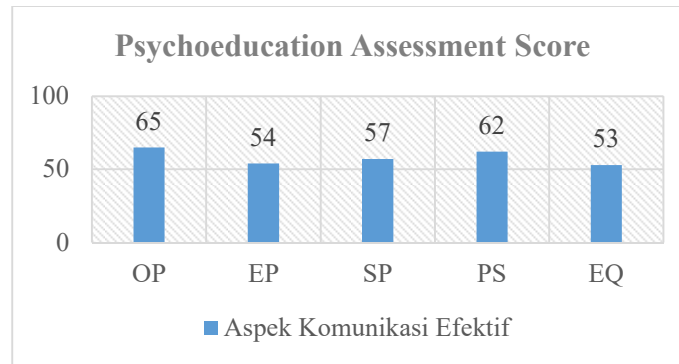
Table 10.
Accumulati
on of Scores
per Aspect
in the Three
Villages

Village	PRE-TEST					POST-TEST				
	OP	EP	SP	PS	EQ	OP	EP	SP	PS	EQ
Sebunga (n=16)										
Kaliau (n=14)	1468	541	821	309	140	1672	598	902	354	164
Sanatab (n=16)										
TOTAL			3279					3690		
DIFFERENCE PRE-POST						204	57	81	45	24
DESCRIPTION						MAX				MIN

The differences in the results of the three villages on effective communication are accumulated in table 10, showing that the highest aspect is Openness and the lowest is the aspect of Equality. Judging from the results of the pretest-posttest based on quantitative data processing from the aspect of effective communication, which includes the attitude of Openness, Empathy, supportiveness, Positiveness, and Equality show the results that the low score on the Equality aspect with a score of 24. The highest result is on the Openness aspect, with a score of 204.

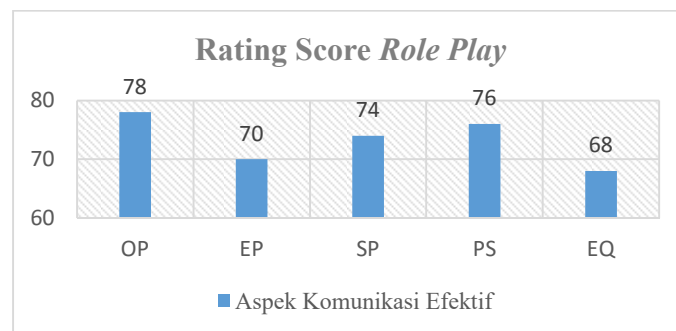
Qualitative Data

The first stage in the Family Intervention Model is Psychoeducation by providing knowledge about sexual violence and effective parental communication in child sexual violence. The method used in this intervention stage is through lectures/education, writing hope for children, and discussion or question and answer between the resource person and the subject. The results of observations on psychoeducational activities can be seen in graph 1 below.



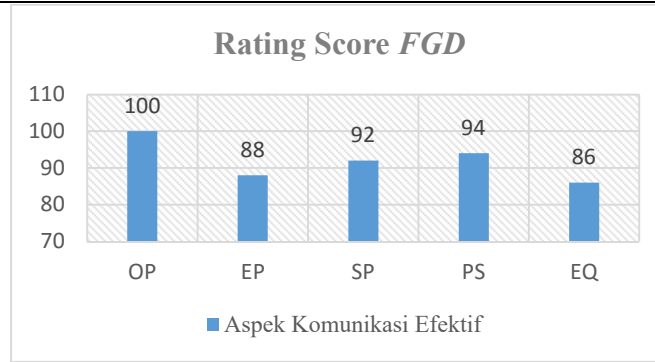
Graph 1. Psychoeducation Assessment Score

In the Role Play activity, in this case, the husband and wife as subjects carry out a simulation or practice of implementing effective communication regarding sexual violence against children. Graph 2 below shows the observation of total scores in role-play activities.



Graph 2. Role Play Assessment Score

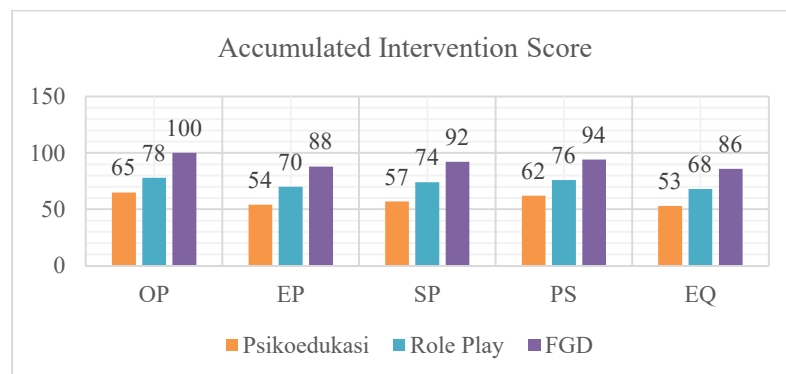
The third stage, namely Focus Group Discussion (FGD), divided subjects into small groups and held discussions on the role of parents in providing sexual education, effective ways of communication to prevent sexual violence, as well as follow-up plans regarding cases of sexual violence against children. The results of the FGD assessment can be seen in graph 3 below.



Graph 3. FGD Assessment Score

Discussion

The pretest results in the three villages show that the subject's practical communication skills still need to improve. The lowest score is on equality, which means that communication is essential and valuable if the communication process can better express feelings between parents and children during communication. Ideally, children want to get recognition, and what is conveyed can be heard by parents, but this is sometimes not done by parents, so it hinders communication between parents and children and gaps occur. Many parents consider children's stories meaningless and only listen to them as symbols or conditions (Pratiwi, 2018). The highest score on the pretest shows parents' openness, meaning that parents understand their role to be open in providing knowledge about sex education. The accumulated scores in the intervention activities can be seen in the graph 4 below.



Graph 4. Accumulated Intervention Score

The first stage is "Psychoeducation and Effective Communication about Sexual Violence", where the subject gains knowledge about sexual violence and practical communication skills to prevent sexual violence. First, in psychoeducation, the subject is given education and videos about sexual violence. Each subject writes down hopes for their child, and then the question and answer shows a

small number of subjects who actively interact, including asking questions or responding to the speaker. Based on the results of observations at the psychoeducational stage, it can be seen from the graph above that it is still shallow. This shows that the attitude of equality between parents and children in communicating about sexuality is still incapable.

Role-play activities or simulate how parents communicate effectively in the context of preventing acts of sexual violence. At this stage, parents face each other and perform their respective roles in conveying knowledge related to sexuality to children. Then in this role-play activity, the score increases for each aspect compared to the previous stage, namely psychoeducation. This shows that at the role play stage, every aspect of parents' effective communication skills increases, although not significantly.

The third stage, namely Focus Group Discussion (FGD), shows that the highest aspect is the aspect of openness in the indicator of being able to answer questions, express opinions, and be open in accepting the opinions of others, with a total score of 100. This shows that in communication skills effectively, parents can answer questions, give their opinions, and accept the opinions of others related to sexual violence issues so that parents understand sex education and efforts to prevent sexual violence against children. The lowest score is equality on the easy-to-get-together indicator, with 86. This shows that when discussing in groups, on average, parents are less interactive in responding or giving suggestions to other group members, and it is still difficult to communicate their own opinion.

Each score on effective communication in the post-test session has increased. It can be seen in table 6 that the highest score is still occupied by the aspect of parents' openness to sexual violence, while the lowest score is on the aspect of parental equality. This means that the practical communication skills that exist between parents and children are somewhat valuable and valuable. Parents are always listened to and dominate among children, even though children also need to be listened to. However, at each stage of the intervention, every aspect has improved.

Based on the accumulation of pretest and posttest scores for each aspect and indicator in the three villages, namely Sebunga, Kaliau, and Sanatab village, it can be seen in table 10 that the highest score difference is in the aspect of openness with a pretest to posttest score difference of 204. Aspects of equality with a pretest to posttest score difference of 24. This shows effectiveness in increasing the subject's practical communication skills, especially in openness, because of the large number of average increases or differences in scores on this aspect. The equality aspect shows the lowest average increase

or difference in score. When viewed from the analysis of the item statements on the questionnaire, this indicator gets a more miniature score than other indicators.

In line with the results of quantitative and qualitative data, overall, in terms of practical communication skills, the subject has an attitude of openness towards the problem of sexual violence. This means that the subject has knowledge related to the problem of sexual violence and provides this knowledge so that children can understand sexuality and avoid acts of sexual violence. However, they still cannot show an attitude of equality or understand the position and role of parents and children who feel valued and valuable in communication. In this case, children must also express their feelings and opinions regarding sexuality honestly and openly without fear. Guilt, or shame, is formed due to their powerlessness to communicate it to their parents (Noviana, 2015).

The results of the research that has been done show the effectiveness of providing the Family Intervention Model to increase parents' practical communication skills regarding sexual violence in children in Sajingan Besar District, Sambas Regency, West Kalimantan Province. This resulted in the average level of the subject's practical communication skills regarding sexual violence (Mean = 66), which was in the high category. Most of the subjects with a high level of effective communication can be seen from the data obtained 31 subjects have highly effective communication with a percentage of 69.60%, 14 subjects are in the medium category, and one person is in a low category.

Improving the abilities and skills of parents is described from the results of observations during the activity by showing the subject's involvement in psychoeducational activities for effective communication of parents in children's sexual education, role-play activities and FGDs at the end of the activity session. All subjects were married couples from representatives from Sebunga Village, Kaliau Village and Sanatab Village.

The Family Intervention Model is a form of intervention that aims to provide knowledge and training to increase parents' understanding of the importance of the role of parents in the form of communication against sexual violence. Effective interpersonal communication is a step in solving child abuse cases. The willingness of all parties, especially parents and children, to establish positive, honest and open communication will find practical solutions in resolving violent cases (Supratiknya, 1995). Other researchers argue that providing family-based services optimizes the "fit" between family, child, and services provided (Bailey et al., 1985). The ability to communicate effectively within the family is a communication process between family members to create mutual understanding, pleasure, good social

relations and action as feedback. As the best educators, parents need a comfortable and open atmosphere with their children in discussing sexual matters.

Conclusion

The ability to communicate effectively about sexual violence has increased in the *posttest phase*. Based on the qualitative results obtained from the three villages, namely Sebunga Village, Kaliau Village, and Sanatab Village, shows the highest score seen from several aspects. The highest score on the aspect of openness is 100. The quantitative results obtained using statistical data analysis using the *Wilcoxon* test showed a significant effect on changes in parental behaviour towards sexual violence after being given *the Family Intervention Model* (p -value = 0.000). The categorisation results show an increase in parents' practical communication skills, showing the high category with a percentage of 69.60 %.

Suggestion

Suggestions for future research. Firstly formulating a family-based integrated child protection program (PATBK) policy on sexual violence. Secondly, providing a place for rehabilitation for child victims of sexual violence and social shelter for children. Thirdly, Initiating programs to prevent sexual violence at the family level using the FIM (Family Intervention Model) concept, and fourthly, the Availability of continuous family-based guidance, outreach, and psychoeducation.

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