

Parent-Based Child Sexual Abuse Prevention Programs: A Systematic Literature Review

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ABSTRACT

Cases of child sexual abuse (CSA) in Indonesia continue to rise annually, representing a serious social and public health concern. Parents play a crucial role in preventing CSA, as they can directly teach children about bodily autonomy and safety. However, many parents lack awareness, hold misconceptions, and feel uncomfortable discussing sexual matters with their children. Despite their importance, interventions targeting parents remain limited, with most programs focusing primarily on children. This study aims to identify factors influencing parental awareness of CSA prevention and to examine parent-focused interventions through a systematic literature review (SLR). Data were collected from Google Scholar, Springer, Taylor & Francis, Sage, and ScienceDirect using Publish or Perish (PoP) software, applying inclusion criteria and the PRISMA framework. Thirteen relevant articles published within the past ten years were analyzed. Findings indicate that economic status, education level, limited knowledge, and negative attitudes significantly affect parents' ability to educate their children about CSA prevention. In Indonesia, parent-focused interventions primarily include the "Underwear Rules" program and psychoeducational sessions using lectures, audiovisual media, worksheets, and roleplay. Internationally, interventions are more diverse, including structured training and game-based approaches, which enhance parental confidence, knowledge, and communication skills. These findings highlight the importance of culturally sensitive programs that actively involve parents as central agents in preventing CSA.

INTRODUCTION

Sexual violence encompasses any sexually nuanced act forced by one individual upon another without the target's consent. Victims are not limited to adults but may also include adolescents, children, and even toddlers (Solehati et al., 2022). One specific form of this violence is child sexual abuse (CSA), namely the involvement of a child in acts intended to satisfy the perpetrator's sexual desires, which are often accompanied by psychological manipulation or physical coercion (Joni & Surjaningrum, 2020). The impact of CSA can be very serious, affecting victims' physical health, mental condition, and social functioning (Ayuningtyas et al., 2022).

Cases of CSA in Indonesia show an increasingly alarming and complex trend. During the Covid-19 pandemic, the number of CSA cases increased significantly (Pangesti et al., 2022). Data from the Ministry of Women's Empowerment and Child Protection (KemenPPPA) in 2024 recorded 19,810 cases of violence, with sexual violence occupying

the highest position at 8,681 cases (Kemenpppa, 2024). In September 2024, it was reported that a 22-year-old man raped a 6-year-old child due to pornography addiction (Pratama, 2024). The year before, the public was shocked by a case involving a kindergarten student who was raped by three elementary-school boys aged 8 (Ulya & Prabowo, 2023).

CSA prevention needs to be provided to everyone, both directly to children and to parents. This is because CSA prevention is closely related to increasing the awareness of adults who have direct or indirect contact with children (Berkmen, 2022). Awareness is a cognitive event consisting of memory, thoughts, feelings, and physical sensations (Solso et al., 2008). Specifically, parental awareness regarding CSA consists of knowledge and attitudes toward CSA prevention (Guastafarro et al., 2023).

However, many parents still lack awareness and hold misconceptions about CSA. Many parents still view topics related to sexuality as inappropriate for children to know (Joni & Surjaningrum, 2020). Parents with limited knowledge may perceive such discussions as taboo to be addressed within the family (Solehati et al., 2022). Parents who experience difficulty discussing sexuality generally lack appropriate knowledge, are influenced by cultural pressures to avoid discussing sexuality, and feel uncomfortable or embarrassed about serving as sexuality educators (Kenny & Prikhidko, 2022).

The topic of parental awareness related to CSA is an interesting and important subject to study. This is because parents are the key to preventing CSA (Kenny & Prikhidko, 2022). Unfortunately, journals that discuss the variable of parental awareness are still rarely found because previous studies have focused more on other variables, such as parental attitudes and knowledge regarding CSA prevention (Guslinda & Sari, 2023). In addition, interventions in the form of CSA prevention programs for parents are rarely found, as more studies focus directly on children (Solehati et al., 2022). Therefore, the researchers are interested in identifying forms of CSA prevention programs for parents that have been developed in Indonesia as well as in other countries.

This study aims to: (1) identify factors that influence parental awareness in CSA prevention, (2) examine parent-focused interventions in Indonesia, and (3) review similar interventions in other countries. The results are expected to contribute to educational and developmental psychology in efforts to prevent CSA.

METHOD

This study employs a systematic literature review (SLR), which is a review of scientific articles, books, or relevant documents to describe the research topic based on various theories (Creswell & Poth, 2017). The process of collecting and selecting articles follows the PRISMA model, which includes three stages: identification, screening, and inclusion (Rethlefsen et al., 2021). Data were obtained from electronic documents that are openly accessible on platforms such as Google Scholar, Springer, Taylor & Francis, Sage, and ScienceDirect, with the assistance of the Publish or Perish (PoP) software.

The search process was carried out by entering the keywords “pencegahan kekerasan seksual” and “child sexual abuse prevention.” Articles were selected based on several criteria, namely: (1) research articles published within the past 10 years, (2) national articles indexed in Sinta and international articles indexed in Scopus, and (3) research subjects focused on

parents. The flow of journal article selection used in this study is presented in Figure 1, and the VOSviewer results are presented in Figure 2.

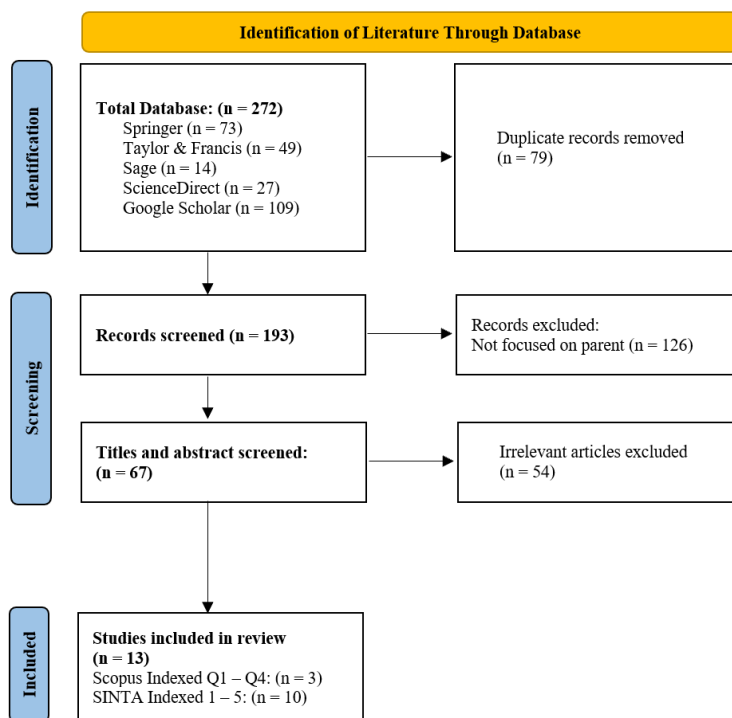


Figure 1. Article Selection Flow

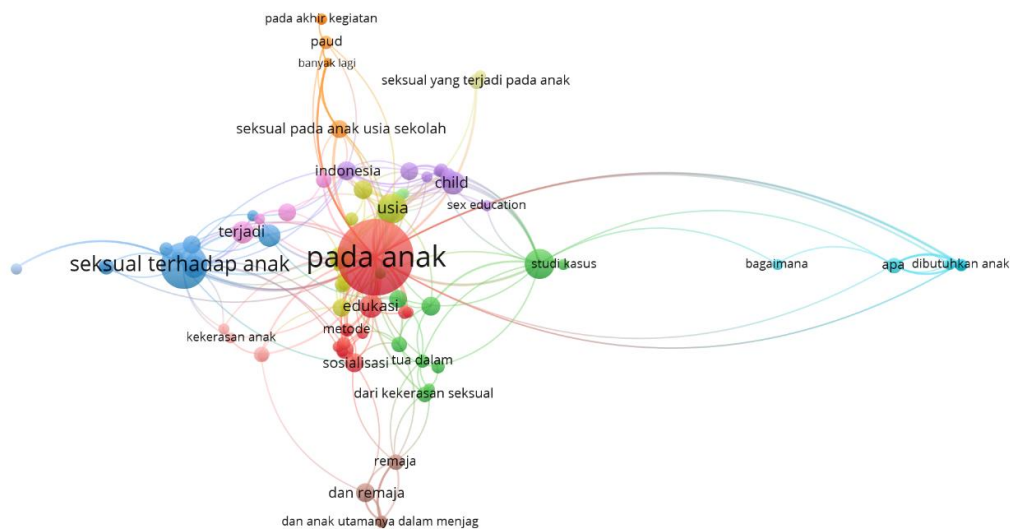


Figure 2. VOSviewer Results

RESULTS

Based on the 272 articles obtained, the researchers used 13 articles that aligned with the predetermined topic and criteria. A summary of the findings is presented in Table 1.

Table 1. Summary of Findings

No	Judul	Partisipan	Program
1	“Pengaruh Pemberian Program <i>Underwear Rules</i> terhadap Pengetahuan Ibu tentang Pencegahan Kekerasan Seksual pada Anak Prasekolah” (Guslinda & Sari, 2023)	10 mothers with preschool-aged children	Intervention was conducted through the Underwear Rules program. This program facilitates parents in teaching children that body parts covered by underwear should not be touched by others, and children are also not allowed to touch other people's underwear areas. Additionally, the program emphasizes the importance of sex education from an early age, so that children are aware of protecting themselves from inappropriate touch.
2	“Psikoedukasi Pendidikan Seks Kepada Guru dan Orang tua Sebagai Upaya Pencegahan Kekerasan Seksual Pada Anak” (Joni & Surjaningrum, 2020)	15 parents/guardians and 10 teachers	The program consisted of psychoeducation on sex education for parents and teachers. The program was conducted in 4 sessions: (1) discussion of activity contract and filling out a pretest sheet, (2) delivery of material through lectures, (3) division into small groups and completion of worksheets, and (4) filling out a posttest sheet.
3	“The Role of Parents in Preventing Child Sexual Abuse: Evaluation of Previous Knowledge and the Results of a Training Program”(Del Campo et al., 2023)	252 parents with children aged 8–12 years	The intervention provided parent training. The program was conducted in 3 sessions over 3 weeks. In the first week, parents completed a pretest scale at home. In the second week, parents attended a 2-hour training session. In the final week, parents completed a posttest scale. The material covered misconceptions, concepts and types of violence, frequency, impacts, identification of possible CSA indicators, and appropriate actions in response to potential CSA.
4	“Parents Knowledge, Attitudes, and Experiences in Child Sexual Abuse Prevention in El Salvador” (Salloum et al., 2020)	478 parents of children aged 0–17 years	The intervention provided parent training. The training taught parents about children's human rights related to the body, to support CSA prevention programs and unite against physical, psychological, and sexual violence against minors, including reporting if a child becomes a victim of violence. The study found that parents who believed educating children about CSA is their responsibility were typically high-income parents.
5	“Pengaruh Pendidikan Kesehatan Anak Usia Dini terhadap	45 mothers/guardians of kindergarten	The intervention consisted of sex education taught to mothers to prevent CSA. The material included introduction to reproductive organs, their functions and benefits, physical changes experienced by

	Optimalisasi Peran Ibu dalam Pencegahan Primer Kekerasan Seksual pada Anak” (Handayani & Puspita Sari, 2020)	students	children, confidence, and self-responsibility. The study found that parental education level and family economic status supported parents’ role in providing sex education.
6	“Efektivitas Psikoedukasi pada Orang Tua sebagai Alternatif Pencegahan Kekerasan Seksual pada Anak” (Ginting & Manullang, 2020)	18 parents/guardians of children in grades 4–5 of elementary school	The program consisted of psychoeducation on CSA prevention. Material covered proper dressing, identification of sexual violence perpetrators, characteristics of perpetrators, good and bad touches, and self-protection skills. Methods included lectures, video viewing, modeling, discussion, and roleplay.
7	“Pengaruh Penerapan Pendidikan Seks (<i>Underwear Rules</i>) Terhadap Pencegahan Kekerasan Seksual Pada Anak dan Orang Tua di SDN 52 Welonge Kabupaten Soppeng” (Nurbaya & Qasim, 2018)	87 parents/guardians and their children (grades 2–6)	Intervention was delivered through the Underwear Rules sex education program. The material included body parts that should not be seen by others, etiquette and modesty in dressing, functions of reproductive organs, not exposing reproductive organs to others, reporting inappropriate touch, and yelling to protect oneself. By applying the Underwear Rules, children can protect themselves and prevent future sexual misconduct.
8	“Development and Validation of a Mobile Game for Culturally Sensitive Child Sexual Abuse Prevention Education in Tanzania: Mixed Methods Study” (Malamsha et al., 2021)	32 parents with children aged 3–5 years	Intervention was provided through the HappyToto mobile game, playable by children together with their parents. The game facilitates conversations between parents and children on CSA prevention. The game has 3 levels: Level 1 teaches body parts that should not be touched by others, Level 2 teaches not to accept gifts from strangers, and Level 3 teaches safe places and safe people. Each lesson ends with exercises to test understanding; only after successfully completing exercises can players advance to the next level.
9	“Psikoedukasi Pendidikan Seks Untuk Meningkatkan Sikap Orang Tua dalam Pemberian Pendidikan Seks” (Chasanah, 2018)	19 parents of grade 3 elementary school students (children aged 8–10)	Intervention was delivered through psychoeducational sex education modules. The modules included the urgency of sex education for children and key points to convey during instruction. Psychoeducation was conducted in four sessions: Session 1 – opening, pretest, introduction to CSA phenomena, definition of sex education, and its importance; Session 2 – sex differences, gender roles, reproductive organ functions, puberty preparation, and behavioral changes during puberty; Session 3 – self-protection skills, identifying trustworthy and untrustworthy people,

			and strategies for self-preservation; Session 4 – video media showing rape cases and explaining body parts that must be protected from touch.
10	“Pendidikan Kesehatan Anticipatory Guidance Kekerasan Seksual Anak Pada Masyarakat di Desa Gratung, Kabupaten Purworejo” (Pangesti et al., 2022)	20 parents, including mothers of toddlers and posyandu cadres	Intervention used lectures and Q&A, along with booklets and leaflets. Activities were divided into 4 sessions: (1) child development, (2) sexual violence and types of sexual violence, (3) prevention steps or anticipatory guidance using booklets, (4) discussion and Q&A with participants.
11	“KIS-E’ Peningkatan Keterampilan Komunikasi Informasi Pendidikan Seksual Pada Guru dan Wali Murid Sekolah Dasar” (Hasnalathifani Hidayatillah et al., 2024)	22 parents, consisting of 10 teachers and 12 guardians	Intervention was conducted through training aimed at improving communication skills of teachers and parents in providing sex education. Methods included lectures, discussions, and worksheets. Activities were divided into four sessions: (1) video presentation on increasing CSA cases and urgency of early sex education, (2) delivery of age-appropriate sex education for elementary students, (3) discussion of effective communication strategies, (4) posttest completion.
12	“Upaya Peningkatan Peran Orang Tua Siswa Terhadap Pendidikan Seks Pada Anak Usia 4-6 Tahun” (Wahyuni et al., 2021)	12 parents/guardians of children aged 4–6 years	Intervention consisted of psychoeducation including: (1) review of a short film on CSA, (2) delivery of material on sexual development, sex education, CSA prevention, impact and handling of CSA victims, (3) use of parent sex education guidebooks, (4) practice and roleplay.
13	“Psikoedukasi Peran Guru dan Orang Tua dalam Memberikan Pendidikan Seksual” (Rahma & Nurhidayah, 2023)	17 parents and 1 teacher	Intervention consisted of psychoeducation including: (1) pretest, (2) delivery of educational material, (3) roleplay on how to deliver sex education, (4) evaluation.

DISCUSSION

Based on the findings from the analyzed journals, several factors were identified that influence parental awareness of CSA prevention. First, family economic status is a supporting factor for parents in providing sex education (Handayani & Puspita Sari, 2020). Parents with higher income or salary have greater awareness to teach their children about CSA. Conversely, parents with lower income or salary have lower awareness (Salloum et al., 2020).

Second, education level also influences parents in providing sex education to their children. Children raised in families with low education levels do not receive the same sex education as children raised in highly educated families (Handayani & Puspita Sari, 2020). Parents with low education levels have limited knowledge about CSA, for example, not

knowing how to teach children CSA prevention, not realizing that CSA prevention should be taught from an early age, and being confused about where to start (Guslinda & Sari, 2023).

Third, negative parental attitudes toward CSA. The majority of parents do not believe that sexual violence perpetrators are often family members or acquaintances, so they focus more on teaching their children about “stranger danger” (Salloum, dkk., 2020). Many parents do not believe their children when they report or disclose abuse, for instance, thinking the child might be lying or seeking revenge against the reported adult (Del Campo et al., 2023). Parents consider it normal when a child comes out of the bathroom without clothes (Nurbaya & Qasim, 2018). Most mothers feel that topics of sexuality are taboo and too early to discuss with their children (Guslinda & Sari, 2023). Not only in Indonesia, but discussions about CSA are also considered taboo and sensitive abroad (Malamsha et al., 2021).

In addition, the researchers also identified forms of CSA prevention intervention programs focused on parents in Indonesia. Studies using interventions in the form of the Underwear Rules program have been proven effective in increasing parents’ knowledge about CSA prevention. The Underwear Rules program uses simple and easily understandable language, making it easy for parents to understand how to deliver CSA prevention (Guslinda & Sari, 2023). The program also facilitates parents in initiating conversations about sex with their children, so that children can protect themselves from sexual offenders (Nurbaya & Qasim, 2018).

Psychoeducation on sex education has been proven to enhance teachers’ and parents’ understanding in efforts to prevent CSA (Joni & Surjaningrum, 2020). P This program is also effective in raising parental awareness about their role in primary CSA prevention (Handayani & Puspita Sari, 2020), expanding knowledge, and promoting parent-child communication regarding sexual violence issues (Solehati et al., 2022). In addition, parents’ skills in teaching safety to children also improve after participating in psychoeducation (Ginting & Manullang, 2020).

Lecture and discussion methods accompanied by media are often used because they are more effective in delivering material than words alone (Pangesti et al., 2022). The most commonly used media are audiovisual, such as short videos, PowerPoint slides, and short films (Chasanah, 2018; Ginting & Manullang, 2020; Hasnalathifani Hidayatillah et al., 2024; Wahyuni et al., 2021). Other media include providing worksheets completed in groups, with one member presenting the group’s work (Hasnalathifani Hidayatillah et al., 2024; Joni & Surjaningrum, 2020). Some trainings involve roleplay, where participants practice delivering and teaching CSA prevention to children (Ginting & Manullang, 2020; Rahma & Nurhidayah, 2023; Wahyuni et al., 2021). The training materials for parents are usually packaged into books, modules, booklets, or leaflets so that parents can study them again at home (Chasanah, 2018; Pangesti et al., 2022; Wahyuni et al., 2021).

Meanwhile, in other countries, CSA prevention programs also vary. Studies providing interventions in the form of CSA prevention training have been proven effective in raising parental awareness in Spain (Del Campo et al., 2023; Salloum et al., 2020). The training materials include misconceptions and correct beliefs about CSA, types of violence, its impacts, bodily rights, resisting violence, and reporting if one becomes a victim (Salloum et al., 2020). In addition to training, games can also be utilized as interventions to help parents

initiate or open discussions about sexual violence. The game materials teach about private body parts, good and bad touches, not accepting gifts from strangers, and identifying safe places and safe people (Malamsha et al., 2021).

CONCLUSION

This study found that parental awareness in preventing child sexual abuse is influenced by economic factors, education, low knowledge, and negative attitudes toward sexuality issues, with interventions in Indonesia generally consisting of Underwear Rules programs and psychoeducation, whereas abroad they are more diverse through training, audiovisual media, leaflets, and game-based learning, all of which have been proven to increase parents' confidence in discussing these topics. Scientifically, this study contributes by systematically summarizing parent-based intervention forms that are rarely examined in Indonesian literature, while also emphasizing the importance of parental involvement as a key factor in primary CSA prevention. However, the limitation of this study lies in the scope of sources, which only include articles from the last ten years and focus on literature-based interventions, so further research is expected to conduct empirical testing of prevention programs involving direct participation of parents from various backgrounds.

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