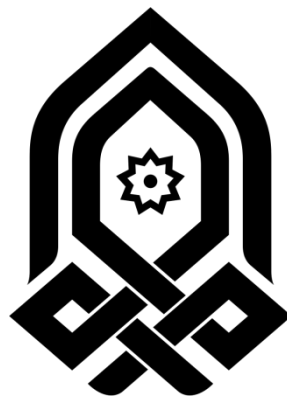**RESEARCH REPORT**

"Say NO to Bad Touch"

Puppet to Empower Children to Protect Private Parts

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CHAPTER I
INTRODUCTION

1.1 General description of the areas of concern

Children Sexual Abuse (CSA) has been a worldwide problem over the globe. Though five countries listed as the largest rate areas (South Africa, India, Zimbabwe, United Kingdom & United States of America) the case has overtly spread to any other countries, including Indonesia. The data of 2012-2013 shows that even in Britain and Wales, according to National Society for Prevention of Cruelty to Children (NSPCC), there were 18.915 cases of CSA of those below 16 (4.171 on girls below 13 and 1.267 cases of boys) and there is an increase in public reporting of child abuse in 2016/2017 (NSPCC, 2017); Europe, America, and Asia had prevalence rate of 9.2%, 10.1%, and 23.9%, respectively (Wihbey, 2011). This is in line with what UNICEF reports that sexual violence is a gross violation of children's rights that occurs in every country in the world, takes a variety of forms which all put risks on both girls and boys. Started in 2006, in which United Nations Study on Violence Against Children (UNSVAC) focused the attention of the global community, on sexual and other forms of violence against children – the study gave a major increase to the discourses on critical factors like violence which were undermining the attainment of those rights articulated in the Convention on the Rights of the Child (Barbados & Howe, 2013) followed by other countries introducing and concerning on some campaigns preventing the boost of CSA. Campaign concerning sexual literacy (bad touch-good touch) to prevent CSA is highly important as the there are harmful consequences of CSA including acute feelings of betrayal, powerlessness, stigmatization, guilt and traumatic sexualisation, as well as difficulties forming and maintaining relationships, mental health-related problems resulting from trauma and physical health problems (Meadows et al, 2011). As a complex problem CSA threatens children all over the world, not only by known perpetrators but also unknown perpetrators as reported by Paramastri, Supriyati, dan Priyanto (2010) stating that peer sexual abuse in schools was an often overlooked problem that contributes to a hostile school environment: one major study found that 85% of girls and 76% of boys reported experiencing some form of sexual abuse in school. 85% of child sexual abuse is committed by relatives, close family, friend or an adult that the child knows and trusts. The childhood sexual abuse variables taken into account are commonly age of onset, duration, abuse forms and relationship between the child and the perpetrator" and that preventive and recovery acts are needed and it

become the responsibility of the population as in Saied-Tessier (2014) that society has a moral obligation to eliminate this offence and ensure that all children can grow up safely.

As part of the moral obligation on preventive campaigns of CSA, some countries such as Europe with its Council of Europe has promoted the Underwear Campaign; America has supported through its Prevent Child Abuse along with the society encourage and educate children concerning what belongs to sexual abuse through the use of posters in public areas; Western Australia with its Mandatory Reporting of Child Sexual Abuse – as part of Government of western Australia of Child Protection - however, in Indonesia there is still minimum fight regarding this. Singgih (2013) reported that the data of the Indonesian Commission on Child Protection (KPAI) alarms Indonesian citizen through its report that since 2010, reported cases of sexual abuse have drastically increased by "around 20% to 30% per year", and that KPAI's observation for the past three years, up until October in 2013 (in 2011 was 329 reported cases of sexual abuse, 742 cases in 2012, 525 cases in 2013). Though some data has been reported, the rest is unrevealed due to socio cultural factor. Some Indonesian citizens tend to blame the victims, some hide the cases because it is very sensitive, and one thing, not as in USA, parents educating their children along with government and schools are still limited (Fa, 2017). Books with a message about how to educate children relating to bad touch, good touch in Indonesian are not many – there is good children book recommended by KPAI, but what about poor people? Even they are still hungry, how can they aware the problem if they have other concern: economical problem? Schools even lack of sources and media supporting preventive campaign to prevent CSA (Iss, 2017), and another opinion is from a kindergarten teacher stating that there is no media yet in toddlers and kindergarten or elementary schools to educate the subject. These grass root realities encourage us as the researchers (as well as mothers) to react on the problem hampering the children by proposing media to engage the young children to be more literate in the sexual literacy (what shouldn't be touched, what can't be touched regarding children's private parts). The media of puppet is chosen as a follow up action from Gurleen Gupta, a Clinical Psychologist of NeuroGen Brain and Spine Institute in 2013 as an extremely safe and fun way to teach children regarding good touch and bad touch, and that puppet is a loveable media for children to learn something.

1.2 Statement of Problem Limitation

Considering that the focus of broad topic of sexual abuse, therefore our theme was narrowed to sexual abuse among children, in theis case is how to prevent it happened. The participants of the research were 15 children of Kindergarten of a school in Batang.

Considering the fact that "Bad Touch and Good Touch" is highly linked to the domain of Sexual Literacy, we are limiting the introduction of the theme mainly on children, especially to educate them, in order to prevent CSA cases. This stage is to inform them what belongs to private area in their body that should be protected by each child, both girls and boys and that they have the right to say "no" if they are not comfortable on something. We did not only use visual text or picture for the puppets, but we included verbal written text to support the setting. Characters, language, both written and visual, are adapted to the age of the young children.

Previous reading stages will be done by some teachers. The reading stages will involve visual reading (the integration of listening and reading short songs) and reading aloud (reading from some books). We also limit the book by WI and Big Book that we have previously created for the young learners. The latter is for the toddlers, and the first of WI's book is for kindergarten ages as the font of the letters is smaller. After the introduction, along with the children we will proceed to the puppet making process, with the child creating and choosing the image and telling it in their own language thus we will be able to create the script for the play.

How will puppet be used to empower children in protecting private parts?

How do these children respond to the use of puppet as the media to prevent CSA?

1.3 Significance of the Problem

This research will be an educational process with the introduction of sex literacy (good touch and bad touch) to the children with easy-to-digested language as we have considered that the segmented target is for children. With a large picture puppet, and bigger font letters, the children will know and able to differ, also they are able to say no on which areas should not be seen by others, that the child must cover their private area, should not urinate indiscriminately in the open, and others. By engaging the children in creating the puppet, selecting the pictures, we believe that there is a chance to get a different and more interesting learning experience, starting with listening to the material from the teacher (reading together) in which case they will be able to learn about the subject of sexual Literacy and that they will be involved in more active activity through

the creation of the puppet. This child's involvement will make the child feel they have stories, and better understand the material if they are directly involved in making the story for their learning media. Children are expected to enjoy the learning process by using this method, and the children understand that they have the power to say No against bad things.

1.4 Previous Research

Research concerning sexual literacy and puppets (in two different grand themes) have been conducted by some scholars, as:

Jon Brown in his research presented at the NSPCC introduces a website and a humanitarian agenda that invites parents to protect children because children have the right to be protected and protect themselves. The NSPPC campaign (www.nsppcc.org.uk) introduces PAN (Privates are Privates, Always Remember your body belongs to you, and No Means to you), which means "your Underwear covers your private parts, and no one can touch them". The current study gains similarity to Brown's regarding the grand theme it proposes to discuss about (sexual literacy, good touch, bad touch) but it differs to Brown's in the aspect of preventive act as the study will introduce the media of puppet created by children and teachers in order to educate children hence they are able to have knowledge of bad and good touch (private area).

M. Anwar Fuadi (2011) in his research "Dinamika Psikologis Kekerasan Seksual: Sebuah Studi Fenomenologi" suggested further research hence parents and grown-ups will be able to provide an understanding to children about which parts of the body should be protected. Fuadi's research differs to the current study as his research discusses theoretical perspective while the current research will be an empirical study, by providing media in educating and empowering children to understand Sexual Literacy (bad touch, good touch).

Risty Justicia (2011) in her research entitled Underwear Rules Program to Prevent Sexual Violence in Early Childhood discusses about conceptual studies related to prevention of sexual violence in early childhood through the rules of wearing underwear. Her research is based on "Underwear Rules" introduced by European Council in UK, however this is a theoretical study. This differs to our current presearch proposal that will be an empirical study proposing media of puppet in empowering children regarding protecting private area.

Murray, Nguyen & Cohen (2015) reported that CSA is a much too common occurrence that results in harm to millions of children, boys and girls alike, in large and small communities, and across a range of cultures and socioeconomic backgrounds. They described that there are many types of offenders, including men and women, strangers, trusted friends or family, and people of all sexual orientations, socioeconomic classes, and cultural backgrounds. Based on their research, the current empirical research proposal offers puppet as the media to empower children in protecting their private area and voicing their aspiration.

Singh, Mannat Mohanjeet; Parsekar, Shradha S. & Nair, Sreekumaran N. (2014) in An Epidemiological Overview of Child Sexual Abuse intended to assess the magnitude and the issues related to CSA by searching databases such as PubMed, Google scholar, web (newspaper reports), and government websites. What differs to the current research is that we propose an empirical study by providing media as educating children to know, empower themselves to prevent CSA.

Dunst, Carl J. (2014) in Meta-Analysis of the Effects of Puppet Shows on Attitudes toward and Knowledge of Individuals with Disabilities. The research was a quantitative study, found out from a meta-analysis of 26 studies investigating the effects of either the Kids on the Block or Count Me In puppet shows on changes in elementary students' attitudes toward and knowledge of individuals with disabilities indicated that the puppet shows had small to medium effects on changes in the participants' attitudes and knowledge, and that the sizes of effect were moderated by a number of intervention- and nonintervention-related variables. This differs to the current research proposal for it is a qualitative study, proposing media to empower children in protecting children's private area.

S, Naylor S; B, Keogh; B, Downing; J, Maloney & S, Simon (2007) in The Puppets Project: Using Puppets to Promote Engagement and Talk in Science. The similarity to the current research proposal is that The PUPPETS Project used puppets as a stimulus for children to engage in conversations involving reasoning in primary science lessons, while the current research proposal will focus on the theme of sexual literacy (bad touch, good touch).

Maulida & Nofiyanto (2017) in their research entitled Engaging Young Learners in Big Book Creation to Introduce Sex Literacy: An Action Research similarly focused on how to prevent the CSA by using Big Book for young learners, while the current research proposal offers another media that is puppet and proposes more on how to

empower the children to say NO, and to educate children how to protect their private area.

CHAPTER II
REVIEW OF LITERATURE

2.1 Bad Touch – Good Touch in Relation to Private Area

"Good Touch, Bad Touch" are two phrases that are commonly used by grown ups to introduce to children certain yes and don't rules to prevent sexual abuse. Apart from the pros and contras on the use of the terms, as children might be confused, grown ups should carefully describe and educate children about the two definition. Cherrix (2012) mentioned that the teachings of good touches means those that are not abusive (such as hugs from family, a pat on the back, or shaking hands), while bad touches are those that are abusive and involve touching a child's private body parts.

Educating young children about appropriate versus inappropriate touches is important as child abuse occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education (Tomback, 2010). He stated that as child abuse and neglect are seldomly found to be repeated from generation to generation as the repetition brings abused children to grow up as abusive parents. Hence, an intervention against it is only through early prevention education. Regarding to it, there is a great concern to aspect of educating children about it, in a nation context or in family aspect. However, the concern from various parties is highly related to the culture where the parents live in a country. This implies that there is different standard in each countries. This is in line with x's statement that whatever the approach to deal with child abuse it must must take into account about the differing standards and expectations for parenting behaviour in the range of cultures around the world. As in Indonesia, where parents are not open fully to the introduction of sexual literacy, that a child has certain areas that must not seen or touched by other people. Due to the closed-culture about it, children lack of information regarding that.

In countries such as USA, UK, and many others, there is an education how to protect private areas, not directly in the term of "good touch, bad touch", but more in different words "underwear rules, or pants (https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/)." Children are taught about private areas, covered by underwear and that those must be protected by children. In article written by PsyD (2018,1), in the 1980's, child sexual abuse prevention (CSAP) programs proliferated across the country. Based upon a belief that sexual abuse of children was widespread and

that only by engaging children in the process of their own protection could sexual abuse be stopped, millions of children have been taught to say no to bad touch, run away, and tell someone if they are touched in a way they don't like.

However, in Indonesia due to the different culture, in which parents' perspective of private parts is exclusive, they tend to refuse talking to children about it. The different system is implemented in India, by the program introducing "good touch bad touch" to prevent children from sexual harassement. The program's output is to result on children's awareness in the form of creative writing, storytelling, activities building emphaty in human rights and gender sensitivity. The Indian government puts priority in this sector although the scope of help is given to children in government school, not in the whole schools around the country yet. Basically, the content subject learned by children is same. The message that will be implemented in children's paradigm is about the explanation of what means good touch. Sometimes, children will get confused hence grown ups, in this case parents or educators in schools can describe that the good touch feels pleasant and good. That it is a way to show care, love and help. Explain with the help of examples like when a mother hugs a child or a father gives a child a goodnight kiss or grandparents hold a child in their arms and a child holds her/his friend's hands while playing. Meanwhile, bad touch is a touch that makes a child feels uncomfortable and s/he feels unpleasant and wants to stop it there and then. From this, a parent uses some examples to explain them like, it is a bad touch if a child feels hurt, if s/he does not want to be touched, if someone touches his/her private parts without a reason, if someone touches him/her and tells s/he does not to tell anyone, all these are examples of a bad touch.

The first thing to do is to introduce the names of the private parts or introduce the biological anatomy of a boy or a girl (https://www.siouxcenterchristian.com/editoruploads/files/Teaching_Good_Touch_Bad _Touch.pdf). This is important since children often find it hard to tell about sexual abuse because they don't know the words to use. Learning correct (anatomical) words for private body parts gives children the words to use and helps them know that it is okay to talk about those body parts.

2.2 Theory of Learning of ZPD (Zone of Proximal Development)

The Zone of Proximal Development (ZPD) first articulated by the Soviet psychologist Lev Vygotsky. It is the difference between what a learner can do without receiving any help and what he can do after receiving help. Basically, The theory of Zone

of Proximal Development and scaffolding Vigotsky (1978) suggested different view on children's learning process.

"… *the most successful learning occurs when children are guided by adults towards learning things that they could not attempt on their own. Vygotsky coined the term 'Zone of Proximal Development' to refer to the zone where teachers and students work as children move towards independence. This zone changes as teachers and students move past their present level of development towards new areas of knowledge.".*

Vygotsky's theories emphasize the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." By the help of adult (teacher, parents, grown-ups who care) a child can do and understand more things than if the child is learning by herself/himself.

Some research (Guseva & Solomonovich, 2017; Rezaee, Abbas Ali & Azizi, Zeinab; Shabani, Karim; Khatib, Mohamad & Ebadi, Saman, 2010) employing Vygotsky's theory that is considered as appropriate teaching methods to stimulate cognitive development, whose core notion is the Zone of Proximal Development. Further, ZPD is in the aspect of sociocultural theory as how it stresses on positioning of social, rather than individual, processes as primary in the development of higher mental functions. Sociocultural theory of mind attempts to account for the processes through which, learning and development take place. De Valenzuela (2006) argues that cognitive development emerges as a result of interactions within a cultural and historical context, that means learning is seen as leading, or fostering, cognitive development. In the context of children development, Vygotsky (1962) indicates that development cannot be separated from its social and cultural context, that in educating children we must start introducing them to the interaction with cultural artifacts forms the most important part of learner's psychological development from simple things such as a pen, spoon, or table, to the more complex things such as language, traditions, beliefs, arts, or science (Cole, 1997).

According to Vygotsky (1978) the sociocultural environment confronts children with a diverse set of taska and questions. This entails from an understanding that from the theory of the ZPD, children should always be faced with challenges, that learning is not development but a properly or ganized learning process can bring the needed development. (Cole et al. 1978, 84). In early stages, the child is completely dependent on other people, especially on parents, who initiate his decisions while instructing him what to do, how to do it and what not to do. Vygotsky (1978 cited Wertsch 1985) declares that the child recieves the knowledge initially through the contacts and interactions with people, and then assimilates this knowledge adding the personal values in it. This passage from the social to the personal qualities, is not a simple imitation but a transfer of what has been learned from the interaction to the personal values. Vygotksy admits that this is what happens in schools. Children do not only copy what has been offered by the teachers but also trasform them during the learing process. According to this theory, the interaction between teachers and children has a dynamic nature and learning happens as a result of this interaction. Ellis (2000) believes that the socialcultural theory of learning starts not through interaction but during interaction. At first, children finish a task with the help of another person, learn it and then are able to do the same task alone. In this way, the social interaction is a support to intermediate learning. According to Ellis, the socialcultural theory supports the idea that sucessful interactions are those during which children are helped to finish new tasks. One of the most important contributions of Vygotsky's constructivist theory is the difference it makes to the current level and the potential developement, or the so called "Zone of Proximal Development" (ZPD).

CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Type

This research is included in the form of action research. While viewed from its nature, this study includes descriptive research which is intended to provide the data as accurately as possible about humans, circumstances or other symptoms. The study aims to describe how children are involved in the educational process of sex literacy by involving them fully from the manufacturing stage, to the application of media use in it.

3.2. Research Context & Participants

The site of this study is a Kindergarten located in a town in Central Java, Indonesia. This school has a population of more than 40 students with different socio cultural backgrounds. Most of the students are bilingual (e.g. Bahasa Indonesia and Javanese). This study covered for two months from August to October 2018. We visited the B class, in between the school activities.

29 children from the Kindergarten B Class were taken into the consideration in the study. They are both boys (19) and females (10), having homogenous age but different social background Some are from middle income family, the rest are from low – income family. .

3.3. Types and Data Sources

a. Primary data

That is data obtained directly from the first source or from the field which is carried out through interviews and observations documented through photographs. In this study, the primary data was obtained from children involved in the research location. How children are involved in this educational activity is the main data source for researchers.

The basis of our theory - Literacy and Scaffolding theory are used as the theoretical basis and guide to activities through two strategies, namely Adult Gudance Strategy and Peer Strategy. All types of activities are documented and become our data in answering the problem of this research.

b. Secondary data

That is information or data obtained from official documents, books, research results that are tangible reports relating to the problem under study. Some books like Aku Berani Melndungi Diri Sendiri by Watiek Ideo and Big Book are the main reference source. Documents related to Underwear Rules from both Europe, America and the UK researchers made reference in this study.

3.4. Technique of Data Collection

In this study, several data collection methods were employed in the research, including observations, informal conversations with students and interviews with experts regarding the media during learning and ZPD – scaffolding theory to collect in-depth information.

The author used an unstructured interview technique or an "in-depth interview" technique as the type of interview is flexible and open, not rigorously structured, not in a formal atmosphere, and can be repeated in the same informant. (Patton, in HB. Sutopo, 2002: 184).

Observation, is an activity used to extract data from data sources in the form of events, places or locations, and objects, as well as recording images (H.B. Sutopo, 2002: 64). In this study the writers observed about the teacher's efforts in the process of educating children about their understanding of private area (sexual literacy) by using puppet. This class observation is one of the main instruments for the evaluation in this research. The prime aim of observations is to identify difficulties, which students encountered in the educating process. As kindergarten students are not able to read, the researchers and teachers helped them by reading a story regarding aspect of "good touch – bad touch." The process was pictured to be narrated as the research data.

During the observation process, there was informal interview conducted with the children. This is regarding the topic of the research, considering that the children are around 5 to six years old. We did not set up time for conducting formal interview, and that the interview was conducted in the mix of Bahasa Indonesia and Bahasa Jawa, depending on students' ability and comfort in using it. This was a reflective process, as an evaluation for the next stage, and this is able to inform students the core content the students need to know.

Along with the process, we employed literature study, which we did to get an overview or information about similar research and related to the problems studied,

strengthen methods, techniques, or ways of solving problem approaches used, as secondary data sources. This is to enrich new ideas, and to do a tracking process of other researchers conducting the same research in the same field in order to get a research distinction.

3.5. Triangulation

This is done to cross check the data to the research participants in order to avoid the massive bias and subjectivity. Teachers, in this case helped the researchers to make sure that children have gained information and have showed progress, and they have been empowered in the related theme.

3.6. Research Design

Following the concepts of Action Research of Kemmis and Taggard (1988), we applied in the educating process on a simple planning, acting, observing, and evaluating the result of the action. The researchers, however, modify the three stages into Observe – Reflect – Think – Act - Reflect, Act – Observe – Reflect – Think – Act – Reflect.

It follows the first stage, Observe – Reflect – Think – Act – Reflect. After observing the reality among the children, we did a reflection; "what should be done?" In this case we did a mapping of the problems mentioned earlier. In this stage the researchers and the teachers discussed what should be done to introduce a specific theme regarding good touch, bad touch to children.

The next stages were starting from the previous stage: Act – Observe – Reflect – Think – Act – Reflect. Starting from pre-reading activity by using BIG BOOK of private area, the teacher along the researchers aimed in building students' critical thinking, by posing wh-questions, as: "What is the character saying? Why does she say so?, Who are there in the picture?, What will you do if somebody wants to touch your private area?, Who you should meet to report it?" In this act, the teacher did an observation, continued by the reflective stage to see whether students experience difficulties or not. This stage was completed in certain meetings, reading a story and asking children's point of view.

As a Participatory Action Research, the study took place in an early childhood setting (PAUD-Kindergarten) in Batang, Central Java Indonesia. Closed to the prostitution slum area, we consider that children nearby are very potentially highly risk

to the threat of sexual violence. A total of 29 students wereinvolved in this activity, with 2 teachers of Kindergarten class and in accordance to ethical research procedures we will ask permission to the parents in advance in conducting the research.

In a study that took for 1 month, we visited the school for several times, observed the activities, and during this fieldwork we took position as the insider and outsider to bridge the gap between research subjects with us, as researchers (Bruce et al. 2011). Some of us were actively involved in the learning process, too. Ideas of using puppet rely on Healthy Sommerset's Healthy Relations, and Underwear Rules of European Council.

The basic theory of Vigotsky's ZPD and Scaffolding was used as the theoretical basis and guidance of activities. All types of activities was recorded and became our data that addresses the issues of this research later. There were two kinds of strategies used: Adult Guidance Strategy and Peer Education Strategy. In the first the teachers read the book by WI, "Protecting Private Area" and Big Book of our previous creations. Through an introduction through this storybook, children knew why, and why keeping this private area is important. After that the young learners created pictures or colouring the ready-made pictures created by teachers or adults (depending on children's ability), and they were engaged in puppet creation from hard covered paper. After the puppets were ready, story or script creation followed the next stages, as well as the puppet show. This is what we call as empowering process.

CHAPTER IV
RESULTS AND DISCUSSIONS

4.1.Adult Guidance Concerning Private Area (Good Touch - Bad Touch)

In the first step, we did a classroom observation. After observing the reality among the children, we did a reflection; "what should be done?" In this case we did a mapping of the problems mentioned earlier. In this stage the researchers and the teachers discussed what should be done to introduce a specific theme regarding good touch, bad touch to children. The first stage was planning. As students of Kindergarten were not able to read yet, we planned to give them help by assisting them to read the concerning book. There were two books that we used: Aku Berani Melindungi Diri Sendiri by Watiek Ideo and Big Book – Mengenal Area Pribadi.

In this stage students listened to teacher's story and interacted with her. As they were not able to read sentences, Big Book concerning the related theme was used. It represents big visual text, printed in big image, and big letters.

Picture 1

The teacher read Big Book

In this stage, students were questioned regarding private areas. In this pre-reading activity by using BIG BOOK of private area, the teacher along the researchers aimed in building students' critical thinking, by posing wh-questions and related ones, as: "What do you see?, Who are there in the picture?, What will you do if somebody wants to touch your private area?, Is it okay if someone touches your private area?, Who you should

meet to report it?" Regarding the children's response when they listened to a story previously read by a teacher, these children were excited because the story they got was new, and never told by parents. As shown in the picture, these children enthusiastically followed in the story process, even some children pointed at the pictures in the story book without feeling afraid and wanted to hold the picture in the Big Book. In this reading stage, the teacher did an observation, continued by the reflective stage to see whether students experience difficulties or not. After reading Big Book as the introduction through this storybook, some children knew why, and why keeping this private area is important.

From the stage of reading story, then students were asked about their understanding concerning it. However, some students in this stage were engaged and enthusiastically answered teacher's question. Students in this context some might answer the question, while the rest did not exactly as they just followed some other friends' answers. The reflection from this step was students still needed some additional information.

As the continuing process of reflection in the previous stage, the teacher and researchers decided to arrange an activity to engage the students. It was coloring specific characters related to the theme. The young learners created pictures or colouring the ready-made pictures created by teachers or adults.

Picture 2

Introducing Children to Refuse Gift from Stranger through Coloring

Through the pictures, teacher infused the story concerning the characters they colored. For example, the teacher mentioned that the children must be careful when there was a stranger asked them to touch the private parts or s/he gave a gift or candy or food and s/he wanted to touch the child's private areas. This is very important to be explained

to children as https://www.smartschooljunior.com/good-touch-and-bad-touch/. It is important to teach children that "they are the boss of their body." We must educate children to know that they are in control of who touches their bodies and how.

Due to their lack of understanding, children do not always recognise appropriate and inappropriate touching, hence parents or gworn ups should inform them that it is not okay if someone looks at or touches their private parts or asks them to look at or touch someone else's private parts (http://www.underwearrule.org/underwear_en.asp). A program The Underwear Rule was adapted to help children to remember how to recognise easy-to-remember rule of their body border, that is by using the underwear (*celana dalam*). It usually eases grown ups to start a discussion with them. In the process, we educated children by saying that "there are two private areas you must protect and others must not see, must not touch, and must not hurt. These areas are covered by your underwear, they are place to poo and to pee. If someone wants them to touch it, you must say NO."

In the process, teacher stressed that children are the owner of their own body. They must again understood the concept of good touch bad touch. As children might feel confused they must be given real understanding by giving real examples, related to father, mother, uncle, aunt, or any body in the family. The concept of good touch means when a mother hugs a child, when a father taps a child's head. While a bad touch means a touch that feels bad, uncomfortable, embarrassing, or scary, and confusing touchmeans a touch that feels unsafe, uncomfortable, or mixed up (Tomback, 2010). In this phase, children chose their own chaacter based on their sex. Girls chose "a girl" character, while "boys chose "a boy" character. These two characters represented a child who cries very loud and screams. Again, the pictures educated that both girl and boy have same private areas, two of them are covered by children's underwear. Again, the infusing knowledge that their body is theirs and no one can hurt them happened in the stage. In the same time, teacher introduced to children people to seek for help if something bad happened to children.

Picture 3

The Teacher Accompanied Children in Coloring Process

The character is "a police". They are educated to be familiar to the character as the protector of children. In the picture, the teacher guided the children to color the picture of a police officer. She told the story that if a child experienced bad touch one day, s/he could seek help from grown up, mother, father, or police officer.

Most of the image were selected considering that this preventive action must be introduced,. The ultimate step in this prevention is related to what children must do if there were perpetrators who intended to abuse children. In the image of a girl and a boy, there is also a verbal text support that says "aaaa" (shouting loud and crying text) and the gesture sign of "screaming" to let people know that he/she needed help. Again, the final purpose is introducing the step that can be done by a child: to run for help, or shout for help. It could also be by telling adults, it could be to fathers, mothers, police or other adults they trust. In this stage teacher and researcher conveyed that perpetrators might no always be stranger as in any cases the offenders were relatives or people children had known before. Again, this must be very selective in the vocabulary that we chose. Therefore, we stressed that "your body is your body – private parts are covered by underwear, so you must protect it from any one who wants to do bad on it."

Another character the children chose was "mother". What we introduced in this process was in accordance to PsyD, James J Krivacska (1992) that if there were someone wants to hurt them, children must tell it to their mother. If the children have secret, then they must tell the secret to their mother. Teach a child to come to mother / father if anyone touches them where underwear covers or in a way that makes them feel uncomfortable or confused, and that it may be helpful to practice ways that a child could approach a

parent or trusted adult with information about "bad touching. Again, parents must inform children that do not ever allow people to touch parts of body where the underwear covers.

Through this act, we involved these children in activities that have a long-term impact. By providing these children with drawing papers to be colored children were engaged in the activity. The reason of play was used as the medium of learning was related to the Vigotsky's ZPD, that the most referred context of the ZPD is learning and problem solvingand that play has a role in the development of imagination, empathy, social competences and some other specific skills (Brėdikytė, 2011).

Thus, related to the need of maximalizing ZPD through play, in the next stage, teacher involved the children in puppet creation. We did not create the complicated puppet, but prefer to the colored characters that were glued with pieces of bamboo as they would be easier to hold for children. After the puppets were ready children could play in the following stage, story or script creation followed the next stages, as well as the puppet show. This is what we call as empowering process.

Picture

The reflection from this activity was no script to play yet, therefore the teacher along with the researchers planned to create a guided story to follow the puppet play. Before the infusing story about private area, we communicated to the children in the beginning, again this is to check what they have understood about the theme of private areas. We communicated to the children to find their response by following three stages. At the first stage, teacher led children to sing with her. Again, this educating process must be done by adapting the participants' age. Introducing private areas can be integrated by some activities, such as clapping hands, singing, game, or enjoyable activities in accordance to children's age.

Picture

Children Sang and Clapped Hands

Then, following in the next stage was making sure that children have learned the target area. One of the researchers asked children whether they have colored the puppet and created the puppet or not. She questioned them "who helped coloring?" and the children raised the hands. Children's involvement in the process was done in the purpose that they would be proud of their creation.

Picture

Students Mentioned They Created the Puppet

In the next stage, to call for their attention, we let them to play together using the puppet. We scattered the puppet on the floor and invited the children to choose the character based on the story.

Some questions the researcher asked were as the following.

1. What areas belonged to private areas?

2. Is it okay if someone wants to touch your private areas?

3. If someone gives you candy but s/he wants to see your private area is it okay?

4. If someone gives you present but s/he wants to touch your private area is it okay?

5. If someone you know wants you to touch his or her private areas, do you want to do that?

6. If something bad happened to you, who will you go to to tell it?

7. Is lying good or bad?

8. Do you love your mother?

9. Will you keep a secret to your mother?

10. If you need help, where will you go at home?

11. She / He cried, someone wants to do bad on her/him, what must s/he do?

12. Can you repeat the private area you must protect?

In this stage, students answer reflected whether they have understood the points regarding private areas that they must protect. One of students replied "it's okay" by nodding the head to answer the question "Is it okay if someone wants to touch your private areas?". To respond to this, the researcher along with the teacher tried to find further information. The boy said that *bu guru* helped him when he went to toilet and through this we informed that helping a child when he/she wants to pee or poo is okay. Through teachers, we suggested the children to be trained by parents to do toilet training at home if the child did not feel okay to be helped.

Picture

Digging Further Information

In the process of seeking further information from the children, we prove that silent children who were shy could be active when they were attracted to the story, to the tone when the teacher/researcher told the story, and asked their responds regarding the selected topic. For example: "If someone gives you present but s/he wants to touch your private area is it okay?". After previously there were some children mentioned "okay" later they realized that "bad touch is not okay."

In the question of "If you need help, someone tried to do bad thing at you – to whom will you talk to?" some children chose mother while some others chose "police." In this process, the teacher/researcher asked question based on the story created before, and children select the characters based on the answer. Some did not want to answer verbally, most of them were shy and they chose puppet as it is visual aid for them.

Picture

Students Chose Puppet Based on Their Answer

During the observation process we reflected that children tended to touch the puppet than to answer directly.

What was reflected from the stages was that again, the playing process is ideally started by reading the Big Book first to build children's involvement while giving them knowledge about the private areas they must protect. The Big Book that we had created previously is linked to the puppet play therefore parents or teachers must accompany in the educational process. Related to Big Book, though in the previous reading through it students were taught that another parts that must be protected is "chest" we did not focus on it. We focused more on areas covered by underwear and mouth. For the preventive act of sexual abuse among children, we kept saying that children own their body and they must protect it. This is in accordance PsyD (1993), that children must do whatever they have to do, to stop the person from touching their private parts, (eg., saying no, running away, screaming, kicking or punching the individual), to tell someone of the abuse, and if they don't believe them, keep telling until children are believed. In the end, children must be informed that their body belongs to them, and no one can do bad on them.

In the process of instilling the importance to protect private area, we were difficult to explain mouth as one of the private parts. This is due to the Indonesian culture, hence, in every stage we commucated to children, the teacher and the researchers mentioned that the function of mouth is to consume food, not others. The cases of sexual abuse of perpetrators forced children in the form of oral sexual abused must be prevented by educating children to know that mouth is one of the private parts. Hence they know if there were perpetrators forcing them to do such crime they could refuse.

4.2 Peer Education

Another form of education is not only involving adult companions, but also by educating through peers. Peer support in the stage of coloring the drawing of characters was minimum as the average age of them are homogeneous. Peer education activities arise in the process puppet playwhen children reacted to the story. Reflections on instilling basic rules of private areas protection was that children seemed to be shy reacting to the instruction for those having low self confidence, but those having high self confidence seemed to overtly won over other children, though in other chances they helped the weaker ones when they could not make decision.

Picture

Children Dominating Others

There was another helped of peer for children who had not understood the topic yet. For example, if the teacher asked "[is it okay if you touch your friend private area?]" Some students said "[that's okay]." Hearing this, the more known children would scream to him or her "[nooooo]", "[noo, that's is private area]." The needs to instill that children must know about private parts is supported through a research (Rudolf & Gembeck, 2016) stating that research shows abuse usually begins with unobtrusive gestures and touches in the context of a relationship characterized by care, affection, and/or friendship and to protect themselves, children must be able to identify subtle actions or signals as abusive.

Picture

Children Take Turns to Voice Their Opinion

Reflecting on this, there was a tendency for children to help others, however there was negative form of it, as what we called negative dominance over others. In positive way, children learned from others in this context. Based on the reflection of these activities, the agenda for the next activity was to accomodate the voice of the shy

children, we talked in individual manner, this was to minimize the supremacy of others. For next activity, we prepared one question for one child, to let them have an opportunity to share their voice in front of others.

Here, by following the Underwear Rules reference, that this main private area lies behind each child's underwear. Therefore, we add verbal text "This is a private area that we must protect. It is on the front and covered with underwear. "Our message is that children understand that this area is important to be connected with the text" no one can touch, hold or hurt. "

In the www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/ page, this detailed description contains: P (Privates are private) - Body members covered in underwear are the privacy of everyone. No one should ask to see it, let alone touch it. In cases that sometimes doctors or nurses do need to examine / touch vital organs when checking, the child must be accompanied by a parent and the medical team must keep on explaining to the child why they need to touch vital organs and ask the child whether he does not feel objected or not. When informing children that private area covered by underwear area is divided into two, namely the penis and anus (rectum), we called them as "tempat pipis" and "tempat eek."

By following the PANTS rulers, we simplify the language for children.

A (Always Remember Your Body Belongings to You) - Our body is ours, not someone else. There is no one who can make a child do something that causes shame or discomfort. If someone tries to make a child do that, teach the child to tell the adult s/he trusts. When explaining related to this, the teacher mentioned that a screaming girl or screaming boy might be agraid because there was a stranger or a member of family tried to do bad touch or hurt him or her. The teacher then mentioned [shout, run, go to the crowd, or cry, run, tell your mother / father / grown ups]. She at that time held characters of puppets, mother, father, police, and two crying puppets: boy for boys, girl for girls.

N (No Means No) - Children have the right to say "no", even to family members or loved ones. Remember, it's only the child himself who can take care of his body and the child's feelings are something that is very important to him. Related to this, children were told that they are the owner of their body. Don't hurt other's private areas, and don't let others hurt you.

T (Talk About Secrets That Upset You) - A secret should not make a child feel worried or upset. If the child feels that way, teach him/her to tell the adult they trust. Children will not get into trouble by telling secrets that make them feel upset. The teacher mentioned [find mother, tell her all your story] as this is the way to introduce them to share their happy and sad moments to their parents, especially mother. She introduced that [a mother always love her children].

S (Speak Up, Someone Can Help) - Ask the child to tell someone what makes her/him worry or upset. The adult s/he believed will listen and tried to help him. It doesn't have to be a family member, s/he can also tell his teacher or his friends' parents. The teacher in this context educated the children to be open in communication. She mentioned that this would help the children to boost their confidence.

Related to what followed by teacher, therefore, when we questioned one child "Who must you go for telling a secret?" the child picked up a puppet of a mother. She mentioned "ibu [mother]." Other children must wait for their turns, and this minimized the higher power children to dominate over the lower powered children.

In another stage, a child picked a puppet of a screaming girl. She was silent, and hided under a table. Her friend, picked a puppet of police officer. Both of them were shy. Though they did not produce any verbal sentence, we understood that they have learned the learning goal: that a screaming girl needed help.

Picture
Screaming, Asking for Help

Regarding the screaming girl, we explained about another private area: mouth. It's very risky to explain this area, so we were very careful about wrapping up the sentences, so we emphasized that 'mouth is used to eat and drink' - so that children will

understand when other people who have bad intentions force them to do things that are not good for example, entering their private area into the mouth (sometimes a case where boys are forced by pedophiles to do oral sex).

CHAPTER V
CONCLUSIONS

5.1.Conclusion

In this study, we set puppet as the media to prevent sexual harassment as the lack of information of private area among children. The preventive program can be built from the infusing important aspects from very beginning age. The use of puppet can be implemented from the first creation stage, after the teacher finishes the Big Book reading to children. She communicated to find out specific characters that are closed to children's daily life and easily memorized by children: a boy, a girl, a mother, a father, an aunt, an uncle, a stranger, a police, and a teacher. Next, after the printed character or the ready to color characters were available in the following stage, the children were involved in coloring the character and creating the story, therefore they were sensing the self-belonging to the puppet. The research proved that visual aid helped the process of instilling the core message to children, and empowering them to say no against bad touch. In the process of transferring the messagre, certain aspects must be taken for granted. As private parts are not included in easy to be digested theme for children, considering the lack of information given by parents, the material transferred to these young learners should be well tailored to their age. The selection of language should also fit to children's psychological development. For the shy characterized students, the help of visual aid was considered as a good idea as it helped them without telling their ideas verbally, they were represented through their visualisation of puppet selection.

Regarding children's response to the use of puppet as the media to educate children to know private area in order to prevent sexual harassment, they were fully engaged in the process although we did not directly mentioned about sexual harassement. When the teacher and the researchers communicated to them, the children answered both verbally and visually. For the case of shy children, although they were not answering the answer, they spoke through the selection of visual (puppet) media.

5.2.Suggestion

The idea of using puppet for introducing and empowering children to say no for bad touch is a new concept of educating process for sensitive theme. The puppet though came in the form of simple sense enabled to be developed for further progress such as adding more property of dress or trousers made of fabric, indicating that if someone wants to see, touch what is covered by underwear, you must be careful and say no. This complex and super sensitive topic would lead to controversy and needs to be developed to prevent overconception among children as the current research tried to seek and serves as a prior study to prevent the case of sexual harassement among children, done by relative or strange perpetrators.

For parents and teachers, they are expected to build more awareness by giving themselves courage to share stories and understanding in transferring the aspects must be known by children related to private area.

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