

The Influence of the “My Safety Matters” Poster Media on Understanding Sexual Violence Prevention in Early Childhood

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ABSTRACT

This study was designed to evaluate the impact of using the ‘My Safety Matters’ poster media on early childhood understanding of sexual violence prevention at Muthmainnah Kindergarten. Sexual violence in children is a serious issue that requires early education. The interactive visual media ‘My Safety Matters’ was created to present self-safety information in a way that is easy for children to understand. This study aims to examine the effect of using the ‘My Safety Matters’ poster media on early childhood understanding of sexual violence prevention. The focus of the study is on children’s ability to recognise their identity, private body parts, good and bad touch, and ways to protect themselves. This study uses a quantitative method with a quasi-experimental design, involving 28 early childhood children at Muthmainnah Kindergarten as the total sample. Data were collected through observation, tests, and documentation. There was a significant difference in understanding between the experimental and control groups after the intervention. The data were analysed using descriptive statistics and the Wilcoxon Signed Rank Test version 25 to determine the difference in children's understanding. The average understanding in the experimental group increased to 27.14, while the control group rose to 20.36. Statistical tests (sig. value 2-tailed 0.000) confirmed a significant effect. In conclusion, the ‘My Safety Matters’ poster media proved effective in increasing children's understanding of sexual violence prevention.

Key Word:

Early Childhood Understanding, Sexual Violence Prevention, Poster

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Introduction

Education is the foundation for shaping character and mindset, especially for early childhood. The increase in cases of sexual violence against children has become an urgent issue in Indonesia. This issue is no longer a hidden problem but rather a phenomenon that requires urgent attention and action (Rahmasari & Fathiyah, 2023). Education is carried out through the provision of stimuli that support children's physical and psychological development so that they are prepared to continue to the next level of education (Fono & Ita, 2021; Wahyuni et al., 2023; Wahyuni & Rudiyanto, 2021), including understanding and awareness of self-protection.

The Online Information System for the Protection of Women and Children (Simfoni PPA) reported 15,120 cases of child abuse from January to November 2023, with 12,158 female victims and 4,691 male victims. Of the various forms of violence recorded from 2019 to 2023, sexual violence consistently ranked highest (KemenPPPA, 2024). Throughout 2024, KPAI received 2,057 complaints, with 265 cases involving children as victims of sexual violence (KPAI, 2025). The data results reinforce the view that understanding and awareness of sexual education are important aspects that influence the prevention of sexual violence against children (Afiati et al., 2023). Vulnerability to sexual violence is the same for both boys and girls. Efforts to improve safety in schools are not the only sufficient measure to prevent sexual violence (Tsamara et al., 2024).

Any form of action that has sexual elements and is directed at children, whether physical or non-physical, is categorised as sexual violence. The main objective of the perpetrator is to satisfy their sexual urges, and perpetrators often come from the immediate environment, such as family, carers, or people who have a role in caring for children. These acts also include non-contact forms of exploitation, such as manipulation, coercion, persuasion, threats, or pressure that cause children to engage in satisfying the sexual desires of others (Nurfitriyane & Salim, 2023). Sexual violence is also defined as sexual activity with a child, whether by an adult or an older child, for the purpose of sexual gratification (Syarif et al., 2023). Sexual harassment is a form of sexual violence characterised by unwanted sexual acts,

gestures, or communication that can cause discomfort, fear, embarrassment, or intimidation in the victim (Goldschmidt-Gjerløw, 2019).

Strategies to prevent sexual violence cannot rely solely on improving security systems in schools. Children need to receive age-appropriate education so that they can understand and identify threats around them. In the context of prevention, vigilance is not enough without adequate knowledge (Tsamara et al., 2024). To prevent dangerous situations that threaten children's safety, it is necessary to provide children with concrete understanding and education from an early age (Justicia et al., 2024). The implementation of sex education for young children should be carried out by teachers through a variety of appropriate teaching methods and media to make it easier for children to understand the material effectively (Rahmasari & Fathiyah, 2023). The use of media is part of the concept and design and is an integral part of the learning process (Islami et al., 2020). One effective medium for improving children's understanding in efforts to prevent sexual violence is posters.

According to Edgar Dale (1969) in his Cone of Experience theory, the more concrete the learning experience, the greater the chance of achieving learning objectives (Sari, 2019). Media such as images, videos, or textbooks help to provide experiences that are close to reality, making learning more effective and efficient (Sari, 2019). One of the media used is posters, which contain simple images and messages in the form of recommendations or prohibitions through symbols or short words (Putra & Astuti, 2023). The images displayed in the poster media contain informative material on efforts to prevent sexual violence against children. The content of the material is aimed at equipping children with the ability to protect themselves. This includes the courage to refuse disturbing behaviour, an understanding of the boundaries of physical contact, and the readiness of children to immediately ask for help when faced with dangerous situations (Suhasmi & Ismet, 2021), recognition of body parts (Kurniawati et al., 2020), recognising and avoiding situations that have the potential to lead to sexual abuse; and how children can physically and verbally reject sexual advances by perpetrators (Vosz et al., 2023).

The 'My Safety Matters' poster is a creative and innovative educational medium, designed specifically for early childhood aged 4-6 years who are still in the

concrete thinking stage. This poster contains sexual education information related to sexual prevention, including material on introducing private body parts, good and bad touch, and how to protect oneself from dangerous situations. The design uses child-friendly character visualisations and simple icons to explain complex concepts. The 'My Safety Matters' poster consists of three A3-sized posters (29.7 x 42 cm), so that the information is clearly visible and easily accessible to children. This poster can facilitate teachers in building conversations and role-playing games that reinforce prevention messages in a personal and contextual manner.

Observations at Muthmainnah Pattalassang Kindergarten in South Sulawesi show that children's understanding of sexual violence prevention is still low. Sexual education is an effort to provide children with knowledge about the biological, psychosocial, and psychological changes that occur as part of the human growth and development process (Ilyas, 2019). Children's lack of understanding about sexuality and self-protection exacerbates this situation, especially with the increasing use of the internet, which also triggers cases of sexual violence (Beier et al., 2024). Therefore, adults need to provide appropriate education to protect children. This understanding of sexuality is related to children being able to recognise their private body parts and good and bad touch, as well as recognising dangerous situations and how to protect themselves. The assumption among the community that providing sex education from an early age is taboo is one of the reasons why parents have not introduced sex education to their children (Muslich et al., 2023). In schools, the material related to sex education is still lacking in depth and appeal. Sex education is still delivered through lectures, so children do not have a deep understanding of sexual violence prevention.

Several researchers have previously conducted studies on the use of posters in early childhood sex education. Research conducted by Khairani shows that parents feel helped by the use of posters in conveying sex education to children. Posters with illustrations are considered to make it easier for children to understand the material visually (Khairani, 2018). In addition, research conducted by Anisa discusses the use of posters combined with singing methods in sexual education activities for early childhood. The results of this study indicate that the combination of these two media

has a positive effect on improving children's understanding of sexual education (Anisa, 2023).

The findings from both studies indicate that poster media has the potential to support early childhood sex education. However, neither study specifically examined the effectiveness of poster media alone. Khairani's study focused only on parents' perceptions of the posters, while Anisa's study did not focus solely on the use of poster media but combined it with other methods. Furthermore, neither study examined how the design and content of specially developed and standardised posters could influence children's understanding in the context of sexual violence prevention. The difference that also constitutes the novelty of this study is that it tests posters as an independent variable separate from other methods. This study will specifically measure the effect of using the 'My Safety Matters' poster media, which is designed with materials and indicators appropriate for early childhood and has been validated by experts.

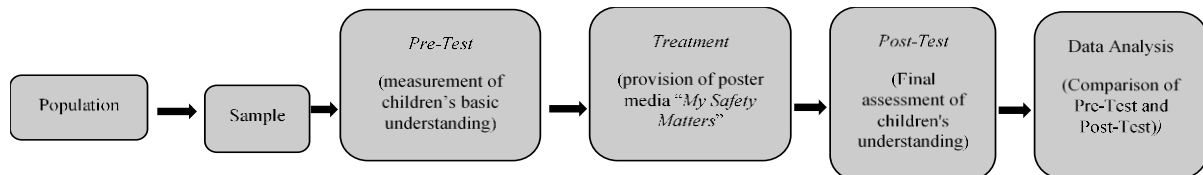
The above explanation confirms that posters are suitable for use as a medium in early childhood sexual education. This specific approach is very important to implement, given the urgency of protecting early childhood from sexual violence, which requires effective, scientifically tested, and practically applicable visual educational media. The purpose of this study is to specifically measure the effect of the 'My Safety Matters' poster media on understanding the prevention of sexual violence in early childhood, through a quasi-experimental study approach at Muthmainnah Kindergarten.

Methods

The research method adopted is quantitative, which is an approach that prioritises the analysis of cause-and-effect relationships between variables through systematically measurable data. The focus is not on the process but on measurable results, with the researcher considered neutral or value-free (Hardani et al., 2020). The type of research chosen is experimental, using a quasi-experimental design, also known as a pseudo-experiment, in the form of a nonequivalent control group design,

which includes a pre-test before treatment and a post-test after treatment for each group. The research flow is as follows.

Figure 1. Research flow



The study was conducted at Muthmainnah Kindergarten, with the research population comprising all early childhood children at Muthmainnah Kindergarten, numbering 28 children. The sampling technique used in this study was total sampling. Total sampling was used because the population size was small, making it possible to use the entire population (Husen, 2023). The research sample consisted of 28 children from classes A and B, who were students at Muthmainnah Kindergarten, representing the entire population. Data collection was carried out using three main techniques: observation, testing, and documentation. The tests conducted during the pre-test and post-test used picture worksheets that included assessment indicators, and observation checklists were used to measure the children's understanding during the treatment. All test instruments had been validated by experts.

Data analysis was performed using descriptive statistics to describe data characteristics and inferential statistics to test hypotheses. The Wilcoxon signed-rank test was chosen as a non-parametric test because the small sample size ($N=28$) meant that the assumption of normality was not met. Decisions were made based on the p-value (sig. 2-tailed); if the p-value was < 0.05 , then there was a significant difference. All participant data was kept confidential and processed anonymously. The researcher obtained approval from the school to conduct the study. The school, in this case, acted as an intermediary to ensure that parents/guardians were aware of and approved their children's participation in this study.

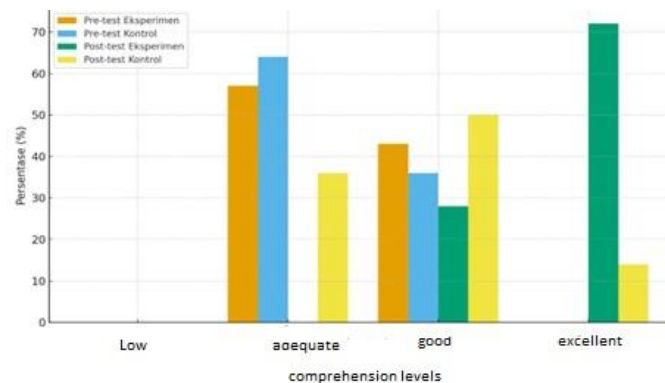
Results and Discussion

The study was conducted over eight days, with one day for the pre-test, six days for the treatment of the experimental and control groups, and one day for the post-test. On the first day, all subjects from the experimental and control groups underwent a pre-test to measure their initial understanding of sexual violence prevention. Next, for three days, the control group received treatment through reading picture books on the theme of early childhood sex education. After that, over the next three days, the experimental group was given an intervention using My Safety Matters posters, whose material was divided into three main topics: 'Self-Identity (Gender)', 'Private Body Parts and Good and Bad Touch', and 'Recognising Dangerous Situations and How to Protect Yourself'. Observations were made during each session to monitor the children's understanding. As a final stage, on the eighth day, all subjects underwent a post-test with the same worksheet as the pre-test to measure their understanding after the treatment.

Pre-test data was collected to measure the initial abilities of the research subjects, while post-test data was collected to assess the final results after the treatment was administered. The results of both tests were used as a basis for assessing the effectiveness of the 'My Safety Matters' poster media in influencing the understanding of sexual violence prevention among early childhood students at Muthmainnah Pattalassang Kindergarten. All research instruments were validated by experts to ensure the validity and reliability of the data.

Based on the results of research related to the level of understanding of sexual violence prevention in early childhood before treatment using My Safety Matters posters in each group, an assessment was carried out on each indicator and statement, with the smallest value being 1 and the largest value being 4, with a total of 8 items. Thus, the lowest score was 8 (1×8) and the highest score was 32 (4×8). Details of the pre-test and post-test results for the experimental and control groups are presented in the following section.

Figure 2. Graph of Children's Level of Understanding in Preventing Sexual Violence Pre-test and post-test in the experimental group and control group



Based on Figure 2, the pre-test results show that the children's level of understanding in the experimental and control groups was relatively balanced before the treatment, with a predominance of the categories Fair (Experimental 57%, Control 64%) and Good (Experimental 43%, Control 36%). The absence of subjects in the Very Good category in both groups (0%) reinforced the equality of the initial conditions. After the intervention using the 'My Safety Matters' poster media in the experimental group, the post-test results showed a very significant increase in understanding; 72% of children reached the Very Good category and 28% reached the Good category, with the Fair category no longer found. In contrast, the control group showed a more moderate improvement, with a significant percentage in the Fair category (36%), 50% in the Good category, and only 14% of children reaching the Very Good category. The sharp difference between the two groups in the highest category convincingly confirms that the use of the 'My Safety Matters' poster media is significantly effective in improving early childhood understanding of sexual violence prevention.

The average scores for children's understanding of preventing sexual violence in the experimental group before and after being given the My Safety Matters poster treatment are presented in the following table:

Table 1. Results of Descriptive Statistics Analysis of Pre-Test and Post-Test Scores for the Experimental Group

Descriptive Statistics					
	N	Minimum	Maksimum	Mean	Std. Deviation
Pre-Test Eksperimen	14	16	22	19.50	1.787
Post-Test Eksperimen	14	23	30	27.14	2.214
Valid N (listwise)	14				

Based on Table 1, the average score of the experimental group before being given the My Safety Matters poster treatment was 19.50, whereas after being given the My Safety Matters poster treatment, the average score obtained by the experimental group was 27.14. This means that there was an increase in the average score of the experimental group of 7.64, or around 39.23%. Therefore, it can be concluded that the My Safety Matters poster media had an effect on the level of children's understanding in preventing sexual violence in the experimental group.

The average scores for the control group regarding children's level of understanding in preventing sexual violence before and after being given treatment in the form of picture storybooks are presented in the following table:

Table 2. Results of Descriptive Statistics Analysis of Pre-Test and Post-Test Scores for the Control Group

Descriptive Statistics					
	N	Minimum	Maksimum	Mean	Std. Deviation
Pre-Test Kontrol	14	16	22	18.79	1.718
Post-Test Kontrol	14	17	27	20.36	2.977
Valid N (listwise)	14				

Based on Table 2, the average score of the control group before being given the picture book poster treatment was 18.79, while after being given the picture book treatment, the average score obtained by the experimental group was 20.36. This means that there was an increase in the average score of the experimental group of 1.57, or around 8.36%. Therefore, it can be concluded that picture storybooks have an effect on children's level of understanding in preventing sexual violence in the control group.

Based on descriptive statistics analysis, both groups experienced an increase in their pre-test and post-test scores. However, the experimental group that was given the My Safety Matters poster media showed more significant results. The increase in this group reached 39.23%, while the control group that used picture storybooks only experienced an increase of 8.36%. This confirms that the My Safety Matters poster media has a greater influence on children's understanding of preventing sexual violence. This is in line with the benefits of using poster media in learning, namely that it can make the teaching and learning atmosphere more effective and interesting (Putri & Saputra, 2022).

Data analysis in the experimental group was conducted using the Wilcoxon test to determine the effect of the treatment given on children's understanding of preventing sexual violence through the use of My Safety Matters posters by comparing the pre-test and post-test results. The condition for a difference to occur is if the sig. value (2-tailed) < 0.05 , then H1 is accepted and H0 is rejected, meaning that the use of the My Safety Matters poster media has an effect on children's understanding of preventing sexual violence at Muthmainnah Kindergarten (a difference occurs after the treatment is given), and if the sig. value (2-tailed) > 0.05 , then H0 is accepted and H1 is rejected, meaning that the use of My Safety Matters posters has no effect on children's understanding of preventing sexual violence at Muthmainnah Kindergarten (no difference after treatment).

The results of the Wilcoxon signed-rank test of children's understanding of preventing sexual violence in the experimental group are presented in the following table.

Table 3. Wilcoxon Signed-Rank Test of Children's Understanding in Preventing Sexual Violence in the Experimental Group Test Statistics

	Post-test Eksperimen — Pre-test Eksperimen
Z	-3.490 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 3 Wilcoxon Test Results, regarding children's understanding of preventing sexual violence in the experimental group, it shows that the Z value is -3.490 and the sig. value is $0.000 < 0.05$. Therefore, it can be concluded that there is a difference in children's understanding of preventing sexual violence before and after being given treatment using the My Safety Matters poster media. Next, the Wilcoxon signed-rank test of children's understanding in preventing sexual violence in the control group aims to see the effect of the treatment, namely using picture books, as presented in the following table.

Table 4. Wilcoxon Sign Rank Test of Children's Understanding in Preventing Sexual Violence in the Control Group

Test Statistics	
	Post-test Kontrol — Pre-test Kontrol
Z	-2.884 ^b
Asymp. Sig. (2-tailed)	.004

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 4 Wilcoxon Test Results, regarding children's understanding of preventing sexual violence in the control group, the Z value was -2.884 and the sig. value was $0.004 < 0.05$. It can therefore be concluded that there was a difference in children's understanding of preventing sexual violence before and after being given treatment using picture story media.

The Wilcoxon test applied to both groups proved that there was an effect on improving children's understanding. Both the experimental and control groups showed significant results in the context of preventing sexual violence. Furthermore, the effect size (r) calculation results showed a value of 0.66. Based on Cohen's criteria (1988), this value falls into the large effect category (Khairunnisa et al., 2022), which means that the use of My Safety Matters posters has a very large effect on children's understanding of sexual violence prevention at an early age.

Information is conveyed concisely, concretely, and tailored to the child's developmental stage. The use of visual media such as posters helps improve children's understanding because it conveys messages directly and is visually appealing (Utami & Noorratri, 2021). Research findings showing the significant effect of using My Safety

Matters posters on children's understanding of preventing sexual violence at Muthmainnah Kindergarten provide strong support for the effectiveness of interactive visual media in early childhood education. The higher average increase in understanding in the experimental group (27.14) compared to the control group (20.36), as well as a statistical significance value of 0.000, clearly confirms that My Safety Matters posters play a positive role in this learning process.

The post-test results, which show that 72% of the subjects in the experimental group achieved the 'Excellent' category, confirm the effectiveness of the 'My Safety Matters' poster media in improving understanding of the prevention of sexual violence against young children. This success can be explained through several theoretical foundations. First, children at this age are in the concrete operational thinking stage (Ningrum & Wardhani, 2022), which means that, in line with Piaget's constructivism theory, they are highly dependent on direct experience and visual representations to understand abstract concepts (Larasati et al., 2024; Mandar & Sihono, 2025). The poster media, designed with material such as body boundaries and good/bad touch through concrete illustrations, successfully bridged the gap between abstract concepts and children's understanding. The use of visuals is in line with and reinforced by Dale's Cone of Experience Theory (1969), which places direct experience and visual media at the base of the cone, emphasising that the more concrete the material presented (visual representations), the higher the retention and understanding of learning (Agustriana & Wahyuni, 2025; Sari, 2019). The My Safety Matters poster effectively acts as a powerful visual "conditioned experience", enabling children to understand self-protection measures without having to go through long narratives that could potentially cause anxiety. Therefore, posters, with a combination of simple images and text, have proven to be an optimal medium for attracting children's attention and increasing their concentration (Hasan et al., 2021; Novianti et al., 2022), thereby directly influencing a significant increase in understanding among the group receiving the treatment.

The implications of this study are very important and relevant, especially for early childhood teachers and parents. The results of the study, which show the significant effectiveness of the My Safety Matters poster media on its own, confirm the

need to use interactive visual media as the main tool in early childhood sex education. These findings are in line with (Khairani, 2018) who stated that illustrations on posters facilitate the delivery of material, and (Anisa, 2023) who found that poster media effectively improves children's understanding. The strength of this study lies in proving the effectiveness of poster media independently (standalone) without combining other methods, providing a practical alternative for teachers. These posters are ideal for integration as the main visual media suitable for children's concrete thinking stage, while for parents, posters can be a simple and effective means of instilling self-protection awareness at home. However, this study has limitations in the form of a small sample size, a short treatment period, and limited material coverage of the basic aspects of self-protection for early childhood.

Conclusion

From the research results obtained and the discussion, it can be concluded that the use of My Safety Matters posters significantly influenced the increase in understanding of sexual violence prevention among early childhood students at Muthmainnah Kindergarten. This finding is supported by a significant difference in the average increase in understanding between the experimental group (27.14) that used poster media and the control group (20.36) that used picture storybooks. The Wilcoxon Signed Rank Test further confirms this effect with a significance value (2-tailed) of 0.000, with the effect size (r) calculation showing a value of 0.66, which is classified as a large effect.

The use of My Safety Matters posters has also been proven to be an educational tool that facilitates the introduction of concepts of sexual violence prevention in a visual and engaging manner. The contribution of this study lies in reinforcing the theory of early childhood learning regarding the effectiveness of concrete media in sexuality education, while also providing practical implications for teachers and parents to utilise posters as an alternative learning tool that can be applied in schools and at home. Further research recommendations include conducting trials with a larger sample size, broader material coverage, and a longer time frame, and combining poster media with audio to create attractive and more interactive audio-visual media.

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