

Enhancing Self-Protection Through a Learning Module on Violence Prevention for Children Aged 5–6 at TK PEMBINA HKBP Tarutung

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Abstract

The aim of this research is to determine the increase in Self Protection through a violence prevention learning module for Children aged 5 to 6 years at HKBP Tarutung Pembina Kindergarten were the focus of this study. The research utilized a pre-experimental design, specifically the One Shot Case Study approach. The population consisted of all group B students aged 5 to 6 years enrolled at TK Pembina HKBP Tarutung. for the 2023/2024 academic year, totaling 68 people and a sample of 13 people was determined using a non-probability sampling technique, namely purposive sampling. Data was collected with 19 positive closed questionnaire items. The results of data analysis show that there is an increase in Self Protection through the violence prevention learning module for Children aged 5 to 6 years at the Tarutung HKBP Guidance Kindergarten during the 2023/2024 academic year were included in the study. The analysis requirements were tested as follows: 1) a) The positive relationship test yielded an rxy value of 0.709, which is greater than the rtable value of 0.553 ($\alpha=0.05$, $n=13$), indicating a positive correlation between variable X and variable Y. b) The significant relationship test produced a thitung value of 3.331, which exceeds the ttable value of 2.201 ($\alpha=0.05$, $dk=n-2=11$), demonstrating a significant correlation between the two variables. c) The regression coefficient of determination (r^2) was calculated at 50.2%. 2) The influence test resulted in the regression equation $\hat{Y}=11.08+0.76X$, leading to the acceptance of H_a and the rejection of H_o .

Keywords: Self Protection, Violence Prevention, Learning Module

Introduction

Self-protection in children aged 5–6 encompasses various efforts to shield children from violence, discrimination, and other risks. These efforts are part of children's rights, which need to be guaranteed and protected. Enhancing self-protection awareness in early childhood can be achieved through various methods, such as audiovisual tools and personal safety training programs. It is crucial for parents and the community to protect children from actions that could harm them, including violence and exploitation. Self-protection skills involve using common sense to help children learn not to go with strangers and to reject rides from unfamiliar individuals. Children are also taught that not all adults are dangerous, and they can recognize specific signs of individuals with harmful intentions. It is emphasized that not all instances of someone touching forbidden areas are malicious; for example, caregivers or teachers may do so for cleaning purposes, or doctors and nurses may do so for medical reasons. In teaching self-protection skills, children should be encouraged to speak to trusted adults when they feel uncomfortable, to walk or ride in vehicles with known or

trusted adults, and to ask trusted adults when uncertain about what to do. The approach to teaching these skills should be positive, helping children feel comfortable with themselves and the people around them.

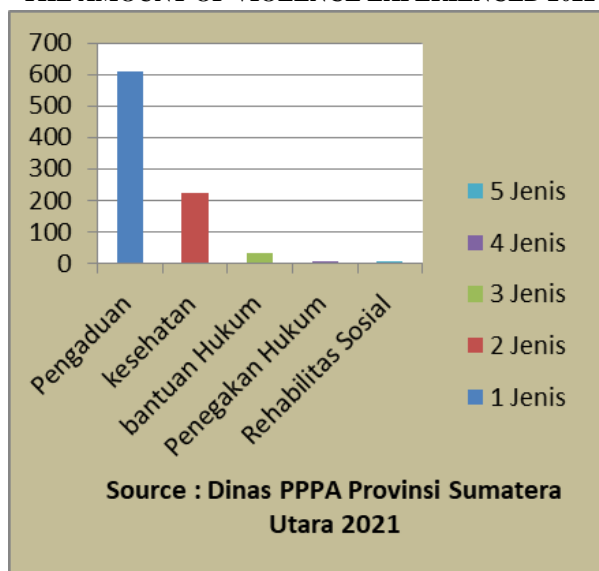
Characteristics are understood as traits and signs shown by children, based on their development and observable, measurable indicators. These characteristics vary from one individual to another. Moreover, each age group has developmental milestones that mark the highest point of development for that age. Early childhood is the most critical period in human growth and development. It represents a crucial phase in a child's life, extending into the golden years of their development. Given the importance of early childhood education, the quality of experiences children gain at this stage will shape their future development. Often, mistreatment of children is linked to the failure to uphold their right to protection from violence and exploitation. Child abuse refers to actions that should never be carried out by adults, including verbal abuse, physical violence, ridicule, and

pinching. Such actions can have a negative impact on a child’s development. Here are the facts about violence against early childhood children in 2021 and 2022:

Violence Data for Children in North Sumatra in 2021:

According to data provided by the Ministry of Women’s Empowerment and Child Protection (KemenPPPA), there were 16,106 cases of violence against children in Indonesia in 2021. Of these, 1,984 occurred in North Sumatra, with 427 male victims and 1,710 female victims. Additionally, there is data from previous years that shows an increase in cases of violence against children in Indonesia. The forms of violence experienced by children were varied, including physical, psychological, and sexual violence.

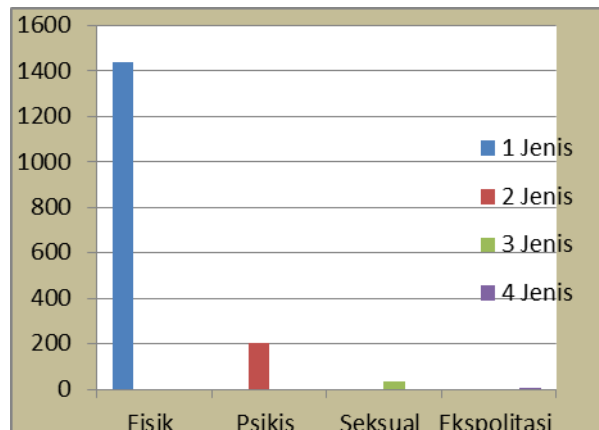
NUMBER OF VIOLENCE VICTIMS ACCORDING TO THE AMOUNT OF VIOLENCE EXPERIENCED 2022



Number of Victims of Violence Against Women and Children Based on Types and the Number of Services Provided in North Sumatra in 2021

Overall, violence against children is a serious issue that occurs in many countries, including Indonesia. This violence can take various forms, such as physical violence, sexual violence, and psychological abuse, as well as neglect. It can occur within families, schools, or in society at large. International organizations such as UNICEF and WHO frequently collect data on violence against children in various regions, including Indonesia, to help inform child protection policies and programs. Preventing and addressing violence against children requires concerted efforts from the government, non-governmental organizations, the private sector, and the community as a whole. This involves education, advocacy, cultural change, and strong law enforcement to protect children's rights and create a safe environment for their growth and development.

Violence Data for Children in North Sumatra in 2022



Source: Dinas PPPA & KB Provsu, January 06th 2023

According to the World Health Organization (WHO), violence against children refers to actions or mistreatment towards children in the form of physical, emotional, and sexual harm, as well as neglect and exploitation for commercial purposes, which may or may not harm their health, survival, dignity, or development. Child abuse encompasses all forms of actions that harm and negatively affect a child physically, mentally, and sexually, including insults such as neglect, mistreatment, exploitation (including sexual exploitation), and trafficking, which involves the sale or trade of children.

Violence against children includes all forms of abuse inflicted on children by those who are supposed to be responsible for them or those who hold power over the child, individuals who should be trustworthy, such as parents, close family members, and teachers. Self-protection for young children (ages 5-6), particularly education on reproductive health and protection from sexual violence, has become a focal point. Self-protection in early childhood refers to a series of knowledge, skills, and behaviors taught to children to protect themselves from various potential dangers, including sexual violence. Efforts to enhance understanding and self-protection skills in young children include the use of audiovisual media, explanations regarding parts of the body that should and should not be touched, as well as roles in self-protection. Therefore, self-protection for young children includes education and skill development aimed at protecting them from potential dangers, particularly sexual violence. Based on the observations conducted by the researcher at the TK Pembina HKBP Tarutung, it was found that the improvement of self-protection in children is still lacking by 70%, due to occurrences of violence such as bullying among peers, as well as physical, emotional, and sexual abuse. This violence involves verbal insults, degrading language, or threats towards their peers.

Methods

This study aims to examine the improvement of self-protection through a violence prevention learning module for children aged 5-6 years. To achieve this, the study adopts a quantitative research approach with an experimental method. The type of research is Pre-Experimental Design, specifically

using the "One Shot Case Study" format. In a One Shot Case Study design, treatment is administered to a group or sample, followed by an observation of the results. The design pattern is as follows:

X O

Explanation:

X: Treatment given (Independent variable, i.e., self-protection)

O: Observation (Dependent variable, i.e., prevention of violence in children aged 5-6 years)

This research was conducted at TK Pembina HKBP Tarutung. The study focuses on an issue that needs to be investigated regarding the enhancement of self-protection through the violence prevention learning module for 5-6-year-old children. The research was conducted in June 2024. Based on discussions with teachers and consideration of the assessment results from the "Myself" theme, the study was carried out in June 2024. The determination of the population is crucial for the successful execution of the research. The population refers to the generalization area consisting of objects/subjects with specific qualities and characteristics set by the researcher for study, and from which conclusions are drawn. In this study, the population consists of all Group B students aged 5-6 years at TK Pembina HKBP Tarutung.

Table 3.1
Number of Population of Kindergarten Children
Trusted by HKBP Tarutung

No	Class	Amount	Amount of Boys	Amount of Girls
1.	Angkasa	11	6	5
2.	Matahari	10	6	4
3.	Pelangi	13	5	8
4.	Bulan	13	8	5
5.	Jupiter	10	5	5
6.	Bintang	11	7	4
			37	31

Source: Administration of HKBP Tarutung Kindergarten

One of the sampling techniques employed by the author from the non-probability sampling category is purposive sampling. Using purposive sampling, the sample is deliberately selected by the researcher based on specific criteria or considerations, without following the random selection process typical of probability sampling. The author chose representatives from six classes, specifically students from Class B in the Self-Protection learning module. In this study, two related variables are considered: Experts in child self-protection emphasize that self-protection is a crucial competency for children to ensure their safety and avoid sexual violence (Esya Anesty Mashudi). Self-protection skills comprise three components: Knowing, Refusing, and Reporting. Teaching self-protection skills involves helping children understand and develop the ability to refuse and report sexual violence, monitor their surroundings, and take steps to safeguard themselves from physical violence and sexual crimes.

An independent variable is the cause of changes in the dependent variable. In this study, the independent variables are symbolized as follows:

x_1 = Cooperative learning

x_2 = Contextual learning

The impact of violence on children can vary, ranging from emotional disturbances to physical and psychological health issues. Violence can lead to sadness, anger, difficulty sleeping, nightmares, low self-esteem, self-harm tendencies, and increased susceptibility to health problems (Protection Against Violence in Children). To safeguard children from violence, parents should help them develop self-protection skills, communicate effectively with trusted adults, and seek assistance to support their mental and physical health (Protection Against Violence in Children).

The dependent variable changes as a result of the influence of the independent variables. In this study, the dependent variable is:

y = Children's learning outcomes.

The questionnaire was constructed using the Likert scale as outlined by Sugiyono, comprising four options: 1, 2, 3, and 4. The assessment scale is as follows:

1. BSB: Developing Very Well (Score: 4)
2. BSH: Developing as Expected (Score: 3)
3. MB: Starting to Develop (Score: 2)
4. BB: Not Yet Developing (Score: 1)

To ensure the appropriateness of the instrument, the observation grid was pre-tested on 13 students at TK Pembina HKBP Tarutung.

The validity test aims to assess the accuracy of the instrument used to ensure the validity of the questionnaire items. The validity test was conducted using Pearson's Product-Moment correlation formula, as described by Arikunto. The testing criteria were as follows: If $r_{count} > r_{table}$ (for 13 respondents, $r_{table} = 0.553$) with $\alpha = 0.05$, the questionnaire is considered valid. If $r_{count} < r_{table}$, the questionnaire is deemed invalid. The validity test for the questionnaire items on variable X (items 1-9) revealed that all nine items were valid, with r_{count} ranging between 0.590 and 0.840 ($r_{count} > r_{table} = 0.553$). Similarly, the validity test for variable Y (items 1-10) showed that all ten items were valid, with r_{count} ranging between 0.585 and 0.925 ($r_{count} > r_{table} = 0.553$). Consequently, all 19 items of the questionnaire were validated for use in the research.

Reliability testing indicates the extent to which a measurement tool is trustworthy or consistent. Reliability reflects the consistency of the measurement tool across its items. To determine the level of instrument reliability, the r_{11} value is compared with a straightforward interpretation of the correlation index provided by Sugiyono, which states:

Interval Koefisien	Relationship Level
0,00 - 0,199	Very Low

0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60-0,799	Strong
0,80-1,000	Very Strong

From the reliability test results for the questionnaire on variable X, the reliability coefficient $r_{11} = 0.870$ falls within the "very strong" interpretation range of 0.800 - 1.000. Similarly, the reliability coefficient for the questionnaire on variable Y, $r_{11} = 0.908$, also falls within the "very strong" range of 0.800 - 1.000. Therefore, the questionnaires are reliable and can be used as research instruments.

Preparation Stage

1. Informing relevant stakeholders about the research activities.
2. Obtaining a research permit.
3. Providing training to kindergarten teachers on self-protection through a learning module.
4. Collaborating with teachers to prepare daily learning implementation plans (RPPH) aligned with the Myself theme in Semester 2.
5. Preparing the self-protection module in collaboration with teachers.

Implementation Stage

1. Selecting the class for the research.
2. Conducting an initial observation of the selected class.
3. Applying the intervention in the class.
4. Conducting a final observation during the intervention.

Data Analysis Stage

After all data are collected, they are analyzed using appropriate data analysis techniques. To test whether the proposed hypotheses are accepted or rejected, the data from respondents are processed through the following steps:

1. Creating a distribution table of respondents' answers based on alternative responses.
2. Creating a distribution table of respondents' answers based on the weight of each option.
3. Conducting an associative hypothesis test (relationship between variables) by calculating the correlation coefficient between variables X and Y using Pearson's product-moment correlation, as outlined by Sugiyono.
4. Testing the significance of the correlation coefficient using a ttest, with the formula proposed by Sugiyono.
5. Conducting a determination coefficient test. According to Sugiyono, the determination coefficient is also known as the coefficient of determination, as it explains the variance in the dependent variable due to variance in the independent variable.

6. Performing a simple linear regression test to determine the extent to which changes in the dependent variable occur when the independent variable values change.

Hypothesis Testing

The hypothesis testing is carried out under the following conditions:

- $H_0: \beta = 0$ (There is no positive and significant effect of using self-protection through the violence prevention learning module on children aged 5–6 years at TK Pembina HKBP Tarutung).
- $H_a: \beta \neq 0$ (Self-protection through the violence prevention learning module has a positive and significant effect on children aged 5–6 years at TK Pembina HKBP Tarutung).

Hypothesis Acceptance Criteria:

- If $T_{calculated} > T_{table}$, then H_a is accepted.
- If $T_{calculated} < T_{table}$, then H_0 is rejected.

Result and Discussion

Based on the research conducted on children aged 5 to 6 years at TK Pembina HKBP Tarutung, the distribution of response options and the conversion of responses regarding Self-Protection through Learning Modules (Variable X) are presented as follows:

Table 4.1
Distribution of Respondents' Answers on Self-Protection through Learning Modules at TK Pelangi Kasih Siborongborong, North Tapanuli Regency, Based on Alternative Response Options

No. Resp.	No. Item								
	1	2	3	4	5	6	7	8	9
1	BSH	BSB	BSB	BSB	BSB	BSB	MB	MB	MB
2	BSB	BSB	BSB	BSB	BSH	BSB	BSH	BSH	BSH
3	BSB	BSB	BSH	BSB	BSB	BSB	BSB	BSH	BSB
4	MB	BSB	BSH	BSB	BSB	BB	BSB	BSH	BSB
5	BSH	MB	BSB	BSH	BSH	BSB	BSB	BSH	BSH
6	BSB	BSB	MB	BSH	BSB	BSB	BSB	BSB	BB
7	BSH	BSB	BSH	BSB	BSB	BSB	BSH	MB	BSH
8	BSB	BSB	BSB	BSB	BSB	BSB	BSH	BSB	BSH
9	BSH	BB	BSB	BSH	BSH	BSB	MB	BSH	BB
10	BSB	BSH	BSB	BSB	BSB	BSB	MB	BSH	MB
11	BSB	BSH	BSB	BSB	BSH	BSB	BSB	BSB	MB
12	BSB	BSH	BSH	BSB	MB	BSB	BSB	BSB	MB
13	BSB	BSH	BSB	BSB	BSH	BSB	BSB	BSB	BSB

Table 4.2.
Distribution of Respondents' Answers about Self Protection Through Learning Modules at Pelangi Kasih Siborongborong Kindergarten, North Tapanuli Regency Based on Alternative Answer Choices

No. Resp.	No. Item									Σ	
	1	2	3	4	5	6	7	8	9		
1	3	4	4	4	4	4	2	2	2	29	
2	4	4	4	4	4	4	3	3	3	32	
3	4	4	3	4	4	4	4	3	4	34	
4	2	4	3	4	4	1	4	3	4	29	
5	3	2	4	3	3	4	4	3	3	29	
6	4	4	2	3	4	4	4	4	1	30	
7	3	4	3	4	4	4	3	2	3	30	
8	4	4	4	4	4	4	3	4	3	34	
9	3	1	4	3	3	4	2	3	1	24	
10	4	3	4	4	4	4	2	3	2	30	
11	4	3	4	4	3	4	4	4	2	32	
12	4	3	3	4	2	4	4	4	2	30	
13	4	3	4	4	3	4	4	4	4	34	
Jumlah	46	43	46	49	45	49	43	42	34	397	
Rata-rata	3.54	3.31	3.54	3.77	3.46	3.77	3.31	3.23	2.62		
Rata-rata Indikator	3.46			3.67			3.05				
Rata-rata Keseluruhan										3.39	

From Table 4.2 above, it can be observed that the items with the highest weighted scores for Self-Protection through Learning Modules are item numbers 4 and 6, each with a score of 49 and an average score of 3.77. The majority of children demonstrated very good development, particularly in their ability to articulate the difference between appropriate and inappropriate touch in their own words. Meanwhile, the lowest weighted score was recorded for item number 9, with a score of 34 and an average of 2.62. Most children have developed as expected, as they can initiate and complete tasks independently without reminders or assistance from adults. Additionally, Table 4.2 indicates that the indicator with the highest weighted score for Self-Protection through Learning Modules is Indicator 2, with an average score of 3.67. This indicator, Knowing, includes children being able to explain the difference between appropriate and inappropriate touch (e.g., a hug from parents, a handshake, or a pat on the back as a form of support), and understand that inappropriate touch can come from both familiar and unfamiliar individuals, including family members, friends, or other adults. Conversely, the lowest weighted score among the indicators was Indicator 3, with an average score of 3.05. This indicator, Rejecting, includes children confidently facing challenges in tasks without feeling the need to seek help or reject the tasks, managing their time effectively to complete tasks without external motivation or reminders, and initiating and completing tasks independently without adult assistance. Overall, *Self-Protection through Learning Modules* at TK Pembina HKBP Tarutung has been effectively implemented, as evidenced by an overall average score of 3.39.

Based on the research conducted with children aged 5–6 years at TK Pembina HKBP Tarutung, the distribution of response options and the conversion of responses regarding the *Violence Prevention Learning Module for Children Aged 5–6 Years* (Variable Y) are presented as follows:

Table 4.3.
Distribution of Respondents' Answers regarding Prevention of Violence in Children Aged 5-6 Years in Tarutung HKBP Guidance Kindergarten, Based on Alternative Answer Choices

No. Resp.	No. Item									
	1	2	3	4	5	6	7	8	9	10
1	BSB	BSB	BSB	MB	MB	MB	BSh	BSh	BSh	BSB
2	BSB	BSh	BSh	BSh	BSh	BSh	BSB	BSh	BSB	BSB
3	BSB	BSB	BSB	BSh	BSB	MB	BSh	BSB	BSh	BSh
4	BSB	BSB	BSB	BSh	BSB	BSB	BSh	BSh	BSh	BSh
5	BSh	BSB	BSB	BSB	BSh	BSh	BSB	BSB	BSh	BSB
6	BSh	BSB	BSB	BSB	BSh	BSB	BSB	BSB	BSh	BSB
7	BSh	BSh	BSh	BSh	MB	MB	BSB	BSB	BSh	BSh
8	BSB	BSB	BSB	BSB	BSB	BSh	BSB	BSB	BSB	BSh
9	BSh	MB	BSh	BSh	BSh	BSh	BSh	BSh	BSh	BSh
10	BSB	BSB	BSh	BSh	BSh	BSB	BSB	BSh	BSh	BSB
11	BSB	BSB	MB	BSh	BSB	BSh	BSB	BSB	BSh	BSB
12	BSh	BSh	BSB	BSh	BSh	BSh	BSh	BSB	BSB	BSh
13	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSh

Table 4.4.
Distribution of Respondents' Answers regarding Prevention of Violence in Children aged 5 to 6 years in Tarutung HKBP Guidance Kindergarten, Based on the Weight of Answer Choices

No. Resp.	No. Item										Σ	
	1	2	3	4	5	6	7	8	9	10		
1	4	4	4	2	2	2	3	3	3	4	31	
2	4	3	3	3	3	3	4	3	4	4	34	
3	4	4	4	3	4	2	3	4	3	3	34	
4	4	4	4	3	4	4	3	3	3	3	35	
5	3	4	4	3	3	3	4	3	3	4	34	
6	3	4	4	4	3	4	4	4	3	4	37	
7	3	3	3	3	2	2	4	4	3	3	30	
8	4	4	4	4	4	3	4	4	4	3	38	
9	3	2	3	3	3	3	3	3	3	3	29	
10	4	4	3	3	3	4	4	3	3	4	35	
11	4	4	2	3	4	3	4	4	3	4	35	
12	3	3	4	3	3	3	3	4	4	3	33	
13	4	4	4	4	4	4	4	4	4	3	39	
Jumlah	47	47	46	41	42	40	47	46	43	45	444	
Rata-rata	3.62	3.62	3.54	3.15	3.23	3.08	3.62	3.54	3.31	3.46		
Rata-rata Indikator	3.59			3.19			3.41			3.38		
Rata-rata Keseluruhan											3.42	

From Table 4.4, it can be seen that the items with the highest weighted scores regarding Violence Prevention for Children Aged 5–6 Years are item numbers 1 and 2, both scoring 47 with an average of 3.62. Most children demonstrated excellent development, as they were able to choose toys they preferred without gender restrictions, describe male and female characters in various positive roles, and select and change their underwear daily while explaining the importance of cleanliness. Conversely, the lowest weighted score was recorded for item number 6, with a score of 40 and an average of 3.08. Most children demonstrated expected development, as they could correctly wash their hands and bathe, including gently cleaning their genital area using soap and water.

Table 4.4 also reveals that the indicator with the highest weighted score regarding Violence Prevention for Children is Indicator 1, with an average score of 3.59. This indicator, Distinguishing Male and Female Roles, includes allowing children to choose toys without gender bias, reading books that depict male and female characters in various positive roles, and engaging in daily activities that portray balanced gender roles. Meanwhile, the lowest weighted score among the indicators was Indicator 2, with an average score of 3.19. This indicator, Recognizing Reproductive Organs and Their

Functions, involves using anatomical dolls or simple illustrations to show the differences between male and female bodies and teaching children to use correct terms such as "penis" and "vagina" in everyday conversations.

Overall, Violence Prevention for Children Aged 5–6 Years at TK Pembina HKBP Tarutung has shown good progress, with an overall average score of 3.42. To determine whether there is a relationship between Variable X Self-Protection through Learning Modules and Variable Y (Violence Prevention for Children Aged 5–6 Years) at TK Pelangi Kasih Siborongborong, North Tapanuli Regency, Pearson’s Product-Moment Correlation formula, as outlined by Arikunto, was used:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = Correlation coefficient between Variable X and Variable Y

$\sum x$ = Sum of Variable X scores

$\sum y$ = Sum of Variable Y scores

$\sum xy$ = Sum of the product of X and Y scores

N = Number of respondents

Using this formula, the calculation resulted in $r_{xy} = 0.709$. Comparing this value to the critical r_{table} value $\alpha = 0.05$; $IK=95\%$; $n=13$) of 0.553, where $r_{calculated} > r_{table}$, it was determined that there is a positive relationship between Variable X and Variable Y. Specifically, Self-Protection through Learning Modules has a positive impact on Violence Prevention for Children Aged 5–6 Years at TK Pembina HKBP Tarutung.

Significance Test (t-test)

According to Sugiyono, "To test whether the observed relationship applies to the entire population, a significance test must be performed." The significance test for Pearson’s Product-Moment Correlation is conducted using the following formula:

$$\begin{aligned} t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.709 \times \sqrt{13-2}}{\sqrt{1-(0.709)^2}} \\ &= \frac{0.709 \times \sqrt{11}}{\sqrt{1-0.502}} \\ &= \frac{0.709 \times 3.317}{\sqrt{1-0.502}} \\ &= \frac{2.350}{\sqrt{0.498}} \\ &= \frac{2.350}{0.706} \\ &= 3.331 \end{aligned}$$

The calculated t -value ($t_{calculated} = 3.331$) is compared to the critical t -table value ($t_{table} = 2.201$) for a two-tailed test with $\alpha = 0.05$ and $df = n - 2 = 11$). Since $t_{calculated} > t_{table}$ ($3.331 > 2.201$), it was concluded that there is a significant relationship

between Variable X and Variable Y. Specifically, Self-Protection through Learning Modules has a significant positive impact on Violence Prevention for Children Aged 5–6 Years at TK Pembina HKBP Tarutung.

Regression Analysis

According to Sugiyono, "Regression analysis can be conducted to calculate the regression equation." This equation can predict the extent of change in the dependent variable when the independent variable is altered. The regression equation is formulated as:

$$\hat{Y} = a + bX$$

Where:

\hat{Y} = Predicted value

a= Constant

b= Regression coefficient

X= Value of Variable X

To determine the regression constant a and slope b, the following formulas by Sudjana are used:

(Further elaboration on calculations can be continued as necessary)

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

By incorporating the values obtained from the previous calculations, the simple regression equation is as follows:

$$\hat{Y} = 11.08 + 0.76X.$$

This regression equation indicates that with a constant of 11.08, each one-unit increase in variable X (Self-Protection Through Learning Modules) will result in an increase of 0.76 in variable Y (Prevention of Violence Against Children Aged 5–6 Years).

Hypothesis Formulation:

H_0 : There is no improvement in self-protection through learning modules for violence prevention among children aged 5–6 years at TK Pembina HKBP Tarutung.

H_a : There is an improvement in self-protection through learning modules for violence prevention among children aged 5–6 years at TK Pembina HKBP Tarutung.

From the positive correlation test results, it was found that $t_{count} > t_{table}$ $n = 13$, namely $0.709 > 0.553$. From the significance test results, it was also determined that $t_{count} > t_{table}$, namely $3.331 > 2.201$. Based on these values, the research hypothesis can be evaluated. Consequently, H_0 is rejected, and H_a is accepted, confirming an improvement in self-protection through learning modules for violence prevention among children aged 5–6 years at TK Pembina HKBP Tarutung. Based on the research conducted on children aged 5–6 years at TK Pembina HKBP Tarutung, the discussion of the research findings is as follows:

The data analysis of children's responses regarding Self-Protection Through Learning Modules at TK Pembina HKBP Tarutung shows that the prevention of violence against children aged 5–6 years has significantly improved due to the implementation of the modules. The elements included in the self-protection learning modules that children can follow are as follows: Children understand personal boundaries and respect others' boundaries, know how to avoid potentially dangerous situations (e.g., not talking to strangers or accepting items from unknown people), and know whom to report to if they feel unsafe or in danger. Children can explain the difference between good and bad touch in their own words, provide concrete examples of good touch (e.g., hugs from parents, handshakes, or supportive pats on the back), and understand that bad touch can come from familiar or unfamiliar individuals, including family members, friends, or other adults. Children confidently face challenges without feeling the need to ask for help or reject tasks outright, manage their time effectively to complete tasks without external reminders, and initiate and complete tasks independently without adult intervention.

Thus, the provision of Self-Protection Through Learning Modules for children aged 5–6 years at TK Pembina HKBP Tarutung has demonstrated a positive and significant improvement in the prevention of violence against children. This improvement is evident in children's abilities based on the following indicators: 1) Encouraging children to choose toys freely without gender-based restrictions, reading books that depict males and females in diverse positive roles, and involving children in daily activities that reflect balanced gender roles. 2) Using anatomical dolls or simple illustrations to show the differences between male and female bodies and teaching children to use accurate terms like "penis" and "vagina" in everyday conversations. 3) Teaching proper handwashing and bathing techniques, including gentle cleaning of the genital area with soap and water, helping children choose and change underwear daily, explaining the importance of maintaining clean underwear, and using role-play with dolls to reinforce these practices.

From the analysis requirements test, which examines whether there is a positive relationship between variable X and variable Y, the calculated correlation coefficient $r_{count} = 0.709$ was compared with the critical value of the correlation coefficient $r_{table} = 0.553$ at a 5% error level and a confidence interval (CI) of 95% for $n = 13$. The comparison shows that $r_{count} > r_{table}$ ($0.709 > 0.553$). Therefore, it can be concluded that there is a positive correlation between Self-Protection Through Learning Modules variable X and the Prevention of Violence Against Children variable Y. Similarly, the significance analysis test examined whether there is a significant relationship between variable X and variable Y. The calculated tvalue $t_{count} = 3.331$ was compared with the critical tvalue $t_{table} = 2.201$ at a 5% error level and $n - 2 = 11$. The comparison shows that $t_{count} > t_{table}$ ($3.331 > 2.201$). Therefore, it can be concluded that there is a significant correlation between Self-Protection Through Learning Modules (variable X) and the Prevention of Violence Against

Children (variable Y) among children aged 5–6 years at TK Pembina HKBP Tarutung.

Conclusion

Based on the research findings, the hypothesis testing results show that $r_{count} > r_{table}$ ($0.709 > 0.553$) and ($t_{count} > t_{table}$) ($3.331 > 2.201$), confirming that the research hypothesis is accepted. Thus, it can be concluded that there is an improvement in Self-Protection Through Learning Modules in preventing violence against children aged 5–6 years at TK Pembina HKBP Tarutung.

From both theoretical and empirical perspectives, it can be concluded that implementing Self-Protection Through Learning Modules effectively enhances the prevention of violence against children aged 5–6 years at TK Pembina HKBP Tarutung.

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