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## SEXUAL EDUCATION MAPS GAME FROM LOCAL TO DIGITAL: STRENGTHENING CHILDREN'S CAPACITY TO PREVENT SEXUAL VIOLENCE

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### ABSTRACT

**Introduction:** Sexual violence against children remains a serious issue in Indonesia, with increasing cases each year due to limited sexual literacy and awareness among children. This community service program aimed to enhance children's knowledge and self-awareness in preventing sexual violence through innovative educational approach using the Sexual Education Maps Games (SEMAPS) based on a local-to-digital model.

**Methods:** This program was implemented using a participatory and educational approach at a community-based educational institution involving 32 children aged 6-12 years and 6 educators. The intervention combined empowerment, training, and technological mentoring using SEMAPS as a game-based learning tool. Data were collected through pre- and post-tests using structured questionnaires to measure children's knowledge. Statistical analysis was conducted using paired sample t-test with a significance level of  $p < 0.05$ .

**Results:** A significant improvement in children's understanding after the intervention. The average pre-test score was 7.38 (SD= 1.755) and increased to 8.81 (SD = 0.535) in the post-test, with a mean difference of 1.43 points ( $p = 0.000$ ). The result indicate that the use of interactive game-based education effectively inched children's awareness and comprehension of safe touch, unsafe touch, and appropriate reporting behavior. Additionally, empowerment can lead the teacher's capacity to deliver sexual education.

**Conclusion:** By integrating cultural values and digital learning technology, this innovation supports the achievement of Sustainable Development Goals (SDGs) number 2 and 5, promoting inclusive, safe, and quality education. The SEMAPS model can serve as a replicable framework for other institutions to develop interactive, culturally relevant, and sustainable sexual education programs.

### KEYWORDS

children; community; sexual education maps games; sexual violence.

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## 1. INTRODUCTION

Sexual violence against children is a serious problem that has been increasing year after year. This phenomenon is not only occurring in urban areas, but is increasingly spreading to rural areas, with perpetrators using increasingly diverse and difficult-to-detect methods (Magnusson Hanson et al., 2020).

Low literacy and knowledge about sexuality among children often makes it difficult for them to recognize the signs of danger, distinguish between safe and unsafe touching, or report incidents of sexual violence. This shows that sex education is not yet fully implemented in Indonesia.

Sexual violence against children is one of the most disturbing forms of human rights violations in the modern era, especially in developing countries such as Indonesia. Violence against children not only causes physical trauma, but more seriously, children who are victims of sexual violence can suffer deep psychological trauma that hinders their social and emotional development, which ultimately has an impact on human resources in the future (Cénat et al., 2023; Vries & Goggin, 2020). Sexual violence does not only occur in unsafe environments; often, environments that should be safe for children can become places of sexual violence against children, such as homes, schools, and playgrounds, due to children's lack of knowledge about personal boundaries and how to report sexual violence against children (Walker-Descartes et al., 2021).

Sexual violence is a major problem among children and adolescents in Indonesia. Sexual violence is defined as acts of degrading, insulting, harassing, and/or attacking a person's body and/or reproductive functions due to power and/or gender inequality (Magnusson Hanson et al., 2020). The Ministry of Women's Empowerment and Child Protection (KPPA), through its official website SIMFONI-PPA KEMENPPPA, shows that in 2024 there were 14,459 cases of sexual violence against children. As of April 30, 2025, there were 4,070 cases of sexual violence against children aged 6-16 years old, with the highest number of cases occurring in East Java, namely 733 cases (KPPA, 2024). Based on this data, it can be concluded that sexual violence is an emergency situation in Indonesia that requires immediate intervention, making it very important to provide sexual education and increase self-awareness from an early age to children. The main factors contributing to this phenomenon include the lack of sex education from an early age, understanding of sexuality, and access to relevant and easy-to-understand information for children (Cénat et al., 2022). As a result, many children become victims of

sexual violence because they lack knowledge about sexuality and how to protect themselves, which exacerbates the cycle of violence against children (Ramadhan & Besila, 2019).

In addition, there is a lack of education about sexual violence from an early age, an imbalance of power between children and adults, minimal supervision from parents and educational institutions, and a culture that still considers it taboo to discuss sexuality (Kayowuan & Fahrozi, 2020). These conditions prevent children from understanding their own bodily boundaries and give them no courage to express things that make them uncomfortable. In the next stage, perpetrators of sexual violence usually engage in a process of grooming by building emotional closeness through gifts, special attention, persuasion, or subtle threats that make children feel they must keep the secret (Rumble et al., 2020). Once the child who is the victim of sexual violence is in a vulnerable position, sexual violence occurs, whether in the form of inappropriate physical contact, verbal abuse such as catcalling, or digital exploitation through photos and social media (Magnusson Hanson et al., 2020). After becoming victims of sexual violence, children often experience trauma, fear, shame, and psychological pressure. As a result, children do not want to report the abuse, especially if the environment around them is unresponsive or even blames the victim. This situation exacerbates the impact, such as physical health problems, psychological trauma, and a decline in the child's academic performance and social relationships (Anindya et al., 2020). Without appropriate intervention to address this condition, perpetrators may repeat their actions and victims may be at risk of long-term trauma in the form of depression, anxiety, or difficulty building healthy relationships in the future (Rumble et al., 2020).

As an innovative solution, the development of the Local-to-Digital Sexual Education Map Game was designed to address limitations in child protection

education. This approach integrates local cultural values with digital map game technology, accessible through mobile applications or web platforms. Through gamification, children are guided to explore a “Knowledge Map” containing educational content on sexual violence prevention, body boundaries, and reporting strategies, with localized elements to ensure cultural relevance. This initiative aims to strengthen children’s independence, involve parents and teachers, and support SDGs 4 and 5. The map game was chosen because it combines visual, kinesthetic, and interactive learning, enhancing children’s engagement. Activities such as following map paths, moving game pieces, and marking locations stimulate gross motor skills (coordination and balance) and fine motor skills (grip strength and precision), which are essential for children’s learning readiness.

## **2. MATERIAL AND METHODS**

This community service activity was conducted offline at Yayasan Yusrotus Syafa’ah, located on Jalan Gajian RT 02 RW 06, Moropelang Village, Babat District, Lamongan Regency. The implementation of the program was planned for a duration of four months while adhering to the applicable health protocols. The implementation method of this program consisted of three stages: the preparation stage, the implementation stage, and the evaluation stage.

During the preparation stage, the PKM-PM team carried out coordination and established a partnership with the foundation as the program’s collaborator. The activities began with a survey and observation at the partner’s location on February 10, 2025, aimed at identifying the main issue, namely the absence of educational programs or socialization concerning sexual violence prevention. Following the observation and interviews with the foundation’s management and teaching staff, the team conducted internal discussions to formulate an effective

intervention strategy. The outcomes of these discussions were then further consulted with the head of the foundation and educators to reach a mutual agreement regarding the program’s implementation. This agreement was subsequently formalized through the signing of a Memorandum of Understanding (MoU) between the PKM-PM team and Yayasan Yusrotus Syafa’ah. Thereafter, the team developed a comprehensive program proposal to serve as a guideline for the four-month implementation period, emphasizing the use of the Sexual Education Maps Games as the primary educational medium.

The implementation During the implementation stage, several core activities were carried out in alignment with the program’s objectives. In the first month, the team conducted a health education session on the topic of “Safe and Unsafe Touch.” In this session, children were guided to understand which parts of the body may or may not be touched by others, as well as who is permitted to do so. In the second month, the activities focused on enhancing children’s self-awareness regarding sexual violence through engaging and interactive learning approaches. Subsequently, in the third month, the team organized a Focus Group Discussion (FGD) to review the previously delivered materials, accompanied by simulation exercises on how to report incidents when children witness or experience sexual harassment. This activity aimed to strengthen the children’s understanding of the appropriate steps to take in reporting sexual violence within their environment.

Finally, in the fourth month, the team conducted an educational game activity using the “Sexual Education Maps Game” as a means of reinforcing understanding and evaluating the knowledge gained throughout the program. The final stage of this activity was evaluation, conducted at the end of each session and month to assess the effectiveness of the program and the improvement of children’s

knowledge regarding the prevention of sexual violence. The evaluation was carried out using verbal questions and simple questionnaires tailored to the children's age and level of understanding. The evaluated aspects included self-awareness indicators, such as the ability to recognize emotions, understand personal strengths and weaknesses, act independently, make appropriate decisions, and express thoughts and feelings positively. The evaluation results served as the basis for reflection

and program improvement, ensuring the continuity and quality enhancement of the activities in the future.

The training methods focused on three key aspects: enjoyable learning, teacher capacity building, and game-based learning. Children were introduced to the concept of "safe and unsafe touch" through educational posters, interactive discussions, and case-reporting simulations. Meanwhile, teachers received training on delivering age-appropriate



Figure 1. Observation by the PKM-PM team at Yayasan Yusrotus Syafa'ah



Figure 2. Implementation of SEMAPS Activity 1: Introduction to the program and the topic of safe and unsafe touch.



Figure 3. Implementation of SEMAPS Activity 2: Delivery of self-awareness material.



Figure 4. Implementation of SEMAPS Activity 2: Delivery of self-awareness material.



Figure 5. Practicing the Sexual Education Maps Game.



Figure 6. Training for teachers on the use of the Sexual Education Maps Game media.

sexual and reproductive health education using the Sexual Education Maps Game (SEMAPS) as a learning tool.

The development process of SEMAPS began with creating an account and a new project on the Genially platform. The subsequent stages included designing learning materials on safe and unsafe touch and self-awareness. The team designed an educational map-like game, which was digitized using the Create Genially and Import Image features. To enhance interactivity and educational value, elements such as widgets (virtual dice and tokens), interactive questions, text, and animations were added. After a trial session with partner teachers to ensure comprehension and cultural relevance, the digital version of SEMAPS was published and implemented in educational activities at Yayasan Yusrotus Syafa'ah. The media proved to be effective in helping children understand self-protection concepts through interactive, engaging, and easily accessible learning.

The game-based learning approach was implemented by modifying SEMAPS into a map-shaped educational game, allowing children to learn through direct, hands-on experiences while fostering critical thinking, self-awareness, and decision-making skills.

Meanwhile, the science and technology assistance technique is implemented through direct assistance on site, assistance based on digital educational media,

and Focus Group Discussions (FGD) involving cadre teachers as facilitators. FGDs are used as a space for dialogue to share experiences and formulate strategies for program sustainability. In addition, monitoring and evaluation are carried out periodically using questionnaires and oral interviews to measure improvements in participants' knowledge, skills, and self-awareness. With a combination of these three methods, this program is expected to not only increase children's understanding of sexual violence prevention but also develop independent educator cadres, strengthen a child-friendly culture, and create a sustainable education system within the foundation's environment.

### 3. RESULTS

The educational activity using the Sexual Maps Game was conducted over four months at the Yusrotus Syafaah Foundation. The educational activity using the Sexual Education Maps Games was conducted over four months at the Yusrotus Syafaah Foundation and was attended by 32 children aged 6-12 years. Evaluation was carried out using a pre-posttest with a simple questionnaire to measure knowledge and awareness of sexual violence prevention.

Table 1 show A total of 32 children participated in this study. Most of the participants were female (n = 24.75%), while male participants accounted for 25% (n = 8). In terms of age, the participants ranged from

Table 1. Demographic Data

| Demographic                     | f  | %    |
|---------------------------------|----|------|
| Gender                          |    |      |
| Male                            | 8  | 25   |
| Female                          | 24 | 75   |
| Age                             |    |      |
| 8 years old                     | 4  | 12.5 |
| 9 years old                     | 7  | 21.8 |
| 10 years old                    | 6  | 18.7 |
| 11 years old                    | 10 | 31.2 |
| 12 years old                    | 5  | 15.8 |
| Grade                           |    |      |
| 1 <sup>st</sup> Grade (Iqra')   | 5  | 15.8 |
| 2 <sup>nd</sup> Grade (Juz Ama) | 7  | 21.8 |
| 3 <sup>rd</sup> Grade (Tahfidz) | 20 | 62.4 |

Table 2. Level of Knowledge

| Knowledge of Sexual Violence | Pretest |       | Posttest |    |
|------------------------------|---------|-------|----------|----|
|                              | n       | %     | n        | %  |
| Good                         | 8       | 25    | 24       | 75 |
| Enough                       | 18      | 56.25 | 8        | 25 |
| Not Good                     | 6       | 18.75 | 0        | 0  |
| Total                        | 32      |       | 32       |    |

Table 3. Paired t-test Result

| Variable                     | Group      | n  | Mean | SD    | p-value |
|------------------------------|------------|----|------|-------|---------|
| Knowledge of Sexual Violence | Before     | 32 | 7.38 | 1.755 | 0.000   |
|                              | After      | 32 | 8.81 | 0.535 |         |
|                              | difference | 32 |      |       |         |

8 to 12 years old. The largest group was 11 years old ( $n = 10$ , 31.2%), followed by 9 years old ( $n = 7$ , 21.8%), 10 years old ( $n = 6$ , 18.7%), 12 years old ( $n = 5$ , 15.15%), and 8 years old ( $n = 4$ , 12%). Regarding the learning level, most participants were in the 3rd Grade (Tahfidz) group ( $n = 20$ , 62%), followed by the 2nd Grade (Juz 'Ammah) group ( $n = 7$ , 22%), and the 1st Grade (Iqra') group ( $n = 5$ , 15%). This indicates that the majority of participants had reached an advanced stage in Qur'anic learning.

The descriptive analysis results show an increase in the average score from the pretest to the posttest. The average pretest score was 7.38 ( $SD=1.755$ ), while the posttest score increased to 8.81 ( $SD=0.535$ ). The average difference of 1.43 points indicates a significant increase in knowledge after the intervention.

A paired sample t-test was used to analyze the difference between the pretest and posttest scores. The test results showed a value of 0.000  $p < 0.05$ , which means that there was a difference between the results before and after the intervention. Thus, the use of Sexual Education Maps Games had a significant effect on improving children's understanding.

The results of the study show that Sexual Education Maps Games are effective in increasing children's knowledge and awareness of sexual violence prevention. The largest increase of 1.43 points between the pre-test and post-test confirms that interactive game-based approaches can improve learning.

The implementation of the Sexual Education Maps Games (SEMAGS) led to a significant improvement in children's knowledge and awareness regarding sexual violence prevention. After the intervention, children demonstrated greater confidence in identifying safe and unsafe touches and were able to explain the proper steps for reporting inappropriate behavior. Teachers also showed increased competence in delivering age-appropriate sexual education and were capable of independently facilitating similar learning sessions using SEMAGS.

Furthermore, the community-based collaboration fostered stronger engagement between educators, parents, and students in creating a safe and child-friendly learning environment. The transformation of SEMAGS from a local to a digital format enhanced accessibility and sustainability, allowing continuous use beyond the program period. Overall, the activity not only improved participants' knowledge but also strengthened the foundation's capacity to implement ongoing child protection education.

A study by Rumble et al (2020) found that educational interventions using a participatory approach can increase children's awareness of sexual violence by up to 60% in Indonesia. The results of this study are also supported by the findings of Kayowuan Lewoleba & Helmi Fahrozi (2020), which explain the low level of awareness among children regarding sexual violence against children. Therefore, the use of SEMAGS media helps overcome this through active, visual, and locally-based learning experiences.

In addition to children, this activity also has an impact on increasing the capacity of teachers. They are trained to use the SEMAPS module and are given simulations of how to deliver the material so that they can continue the education independently. This is important because the sustainability of the program depends on the ability of educators to integrate the material into routine learning activities.

The improvement in teachers' knowledge following the Focus Group Discussion (FGD) was identified through observational findings and qualitative evaluations. During the sessions, teachers demonstrated enhanced abilities in delivering child sexual education materials, particularly in distinguishing between the concepts of safe and unsafe touch and in conveying the material ethically and in accordance with children's developmental stages. The final reflection results also indicated that teachers became more confident and better understood effective communication strategies for providing sexual violence prevention education to students.

Moreover, the FGD sessions with teachers revealed an improved understanding of how to address sensitive topics such as sexuality in an ethical, educational, and empathetic manner. This collaborative and participatory approach has contributed to strengthening the community-based education system, thereby fostering a safe and child-friendly learning environment that supports the prevention of sexual violence.

From a technological perspective, the conversion of media from local formats (game boards) to digital versions provides added value in terms of accessibility and sustainability. Children can repeat lessons through web-based or mobile applications, while teachers can easily conduct periodic evaluations. This local-to-digital model is also in line with Sustainable Development Goals (SDGs) number 4 (quality education) and number 5 (gender equality)

in terms of improving reproductive health literacy and child protection.

#### 4. DISCUSSION

The results of the activity show that the implementation of locally-based Sexual Education Maps Games (SEMAPS) has proven effective in increasing children's knowledge about the prevention of sexual violence. This shows that interactive game-based approaches can facilitate more meaningful learning for elementary school children.

According to Lestari et al (2020), elementary school children have a relatively short attention span, so they need learning methods that are interesting, visual, and interactive. Game-based learning approaches such as SEMAPS engage children actively in the learning process through concrete experiences, visualizations, and narratives relevant to their daily lives. These results are consistent with the findings of (Haruna et al., 2018) that the use of educational games in sex education can increase knowledge and reduce students' awkwardness in discussing sensitive issues such as the body and sexuality.

In addition to improving children's knowledge, this activity also had an impact on increasing the capacity of educators at the Yusrotus Syafaah Foundation. Teachers gained new insights into delivering sexual education material in an ethical manner and in accordance with children's developmental stages. This is in line with the research by (Kayowuan & Fahrozi, 2020), which explains that the involvement of educators in children's sex education is very important so that the education process can be sustainable and in accordance with the local socio-cultural context.

The Focus Group Discussion (FGD) activity carried out with educators also strengthens the sustainability of the program by creating a reflective and collaborative space. This approach is in line with the results of research by (Anindya et al., 2020), which shows that the involvement of the school and family

environment in sex education increases children's courage to report when they experience risky situations. This participatory learning model is also recommended by Rumble et al (2020) because it has been proven to increase children's awareness of sexual violence by up to 60%.

SEMAPS innovation focuses not only on content, but also on the technological transformation of local games into digital ones. The transformation of the media from a local format to a digital version was carried out by adapting a manual educational map board game into an interactive digital learning medium using the Genially platform. Initially, SEMAPS was developed conventionally as an educational map-based game containing messages about safe and unsafe touch and self-awareness. The design was then digitized through Genially by adding text, animations, and interactive elements such as widgets and interactive questions. This transformation produced a more engaging and easily accessible online learning medium, which can be reused for educational activities in partner institutions as well as other educational settings. Conversion to digital media allows children to repeat the material independently and teachers to conduct continuous evaluation. This is in line with the findings of Xu et al (2024), which explain that the use of interactive digital media can strengthen children's memory of educational messages that are preventive in nature. Additionally, research by Herrera et al (2025) shows that cyber security-themed digital games can increase children's awareness of the dangers of online sexual abuse and digital exploitation.

Conceptually, the SEMAPS model supports the achievement of Sustainable Development Goals (SDGs) point 4 (quality education) and point 5 (gender equality), which emphasize the importance of inclusive education and protection of children from sexual violence Todesco et al (2023). The integration of local values in game design also makes this medium

more contextual and culturally appropriate for Indonesian children (Haruna et al., 2018).

Thus, the implementation of Sexual Education Maps Games has proven to have a positive impact on increasing children's knowledge and awareness of sexual violence prevention, while strengthening the capacity of teachers as empowered educators. This innovation can be replicated in various primary education institutions as a national strategy for sexual violence prevention based on interactive education and child-friendly technology.

## 5. CONCLUSION

The implementation of sexual Education Maps Games (SEMAPS) based on local-to-digital innovation has prove to b an effective educational intervention in increasing children's knowledge, awareness, and self-proteccion skills against sexl violence. The findings showed a significant improvement in the participants understanding after the intervention, with a mean increase of 1,43 points and a significance level of  $p < 0.05$ , indicating that interactive and games-based learning approaches provide a more meaningful learning experience for children.

In addition to the improvement in children's comprehension, this program successfully enhanced the capacity of educators through training, mentoring, and focus group discussions, enabling them them deliver sexual education ethically, effectively, and sustainably. The integration of local cultural values with digital technology not only increased the accessibility and engagement of learning material but lo ensured cultural relevance and community acceptance.

Futhermore, the local-to-digital transformation of educational media aligns with th Sustainable Development Goals (SDGs) number 4 (Quality Education) and number 5 (Gender Equality), emphasizing inclusive, equitable, and safe learning environments for children. This innovation offers a replicable model for other educational institutins o implement preventive education

programs that combine local wisdom, digital literacy, and child-centered pedagogy.

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