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The Influence of Teachers' Roles and Parental Communication on Children's Self-Protection Behaviors in Efforts to Prevent Sexual Violence at MI Nurul Islam

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Tenggara Barat, Indonesia**ABSTRAK**

Penelitian ini dilatarbelakangi oleh meningkatnya kasus kekerasan seksual terhadap anak di Indonesia. Data Simfoni PPA hingga Juni 2025 mencatat 13.845 laporan kasus kekerasan terhadap perempuan dan anak dengan kekerasan seksual sebagai bentuk kekerasan yang paling dominan. Selain itu, KPAI mencatat 2.031 kasus pelanggaran hak anak dengan jumlah korban mencapai 2.063 anak, sedangkan FSGI melaporkan 101 korban kekerasan seksual di lingkungan pendidikan selama tahun 2024. Kondisi tersebut menunjukkan pentingnya penguatan perilaku perlindungan diri pada anak usia sekolah dasar sebagai upaya mengurangi risiko kekerasan seksual di lingkungan keluarga, sekolah, maupun masyarakat. Penelitian ini bertujuan menganalisis pengaruh peran guru dan komunikasi orang tua terhadap perilaku perlindungan diri pada anak usia sekolah dasar. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei pada 43 siswa kelas V MI Nurul Islam Sekarbela melalui teknik sampling jenuh. Data dikumpulkan menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi linear berganda setelah memenuhi uji asumsi klasik. Hasil penelitian menunjukkan bahwa peran guru berpengaruh signifikan terhadap perilaku perlindungan diri ($p=0,008$), sedangkan komunikasi orang tua tidak berpengaruh signifikan secara parsial ($p=0,115$). Secara simultan, kedua variabel menjelaskan kontribusi sebesar 30,0% terhadap perilaku perlindungan diri. Berdasarkan hasil penelitian pada sampel ini, penguatan peran guru penting dalam mendukung perilaku perlindungan diri anak, sedangkan peningkatan kualitas komunikasi orang tua tetap diperlukan untuk memperkuat sinergi antara sekolah dan keluarga. Penelitian ini diharapkan menjadi dasar dalam pengembangan program perlindungan anak melalui penyusunan modul edukasi, pelatihan bagi guru, serta penguatan komunikasi antara orang tua dan anak guna membentuk perilaku perlindungan diri sejak usia sekolah dasar.

KATA KUNCI: anak sekolah dasar, komunikasi orang tua, peran guru, perilaku seks, , pembentukan karakter

ABSTRACT

This study was prompted by the rising number of cases of sexual violence against children in Indonesia. Data from Simfoni PPA through June 2025 recorded 13,845 reported cases of violence against women and children, with sexual violence being the most prevalent form of violence. Additionally, KPAI recorded 2,031 cases of child rights violations involving 2,063 child victims, while FSGI reported 101 victims of sexual violence in

educational settings during 2024. These conditions highlight the importance of strengthening self-protection behaviors among elementary school-aged children as a means to reduce the risk of sexual violence within the family, school, and community. This study aims to analyze the influence of teachers' roles and parental communication on self-protection behaviors among elementary school-aged children. This study employed a quantitative method using a survey approach involving 43 fifth-grade students at MI Nurul Islam Sekarbela through saturation sampling. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability, and were subsequently analyzed using multiple linear regression after meeting the classical assumption tests. The results of the study indicate that the teacher's role has a significant effect on self-protection behavior ($p=0.008$), whereas parental communication does not have a significant partial effect ($p=0.115$). Taken together, these two variables account for 30.0% of the variance in self-protection behavior. Based on the results of this study, strengthening the role of teachers is important in supporting children's self-protection behaviors, while improving the quality of parental communication remains necessary to strengthen the synergy between school and family. This study is expected to serve as a foundation for the development of child protection programs through the creation of educational modules, teacher training, and the strengthening of communication between parents and children to foster self-protection behaviors starting in elementary school.

KEYWORDS: *character formation, elementary school children, parent communication, sexual behavior, teacher's role*

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INTRODUCTION

Elementary school-aged children are in a developmental phase characterized by the growth of cognitive abilities, character development, and increased social interaction (Lestari et al., 2023). At this stage, children begin to learn about various values and behaviors through their families, schools, peers, and digital media. According to Lafton, the use of digital technology in daily life expands children's access to various content without clear age restrictions, including content that is not yet appropriate for their age and developmental stage (Lafton et al., 2023). Exposure to information and social environments that lack supervision can influence children's understanding of behavior from an early age. Firdausi notes that children require guidance and supervision from both family and school environments to be able to

understand and apply behaviors consistent with social and moral values (Firdausi, 2025). Changes in children's behavior in the digital age are a cause for concern because they can increase children's vulnerability to sexual violence. Various reports indicate that cases of sexual violence against children have continued to occur in recent years. Data from Simfoni PPA through June 2025 recorded 13,845 reported cases of violence against women and children, with sexual violence being one of the most prevalent categories (Murdiana et al., 2025). The Indonesian Child Protection Commission (KPAI) also identified 2,031 cases of child rights violations throughout 2025, with the number of victims reaching 2,063 children (Imran et al., 2026). Additionally, the Indonesian Teachers' Union Federation (FSGI) reported 101 victims of sexual violence within

educational settings during 2024 (Elsi et al., 2025). Various data indicate that elementary school-aged children still require protection and support from both the school environment and their families.

The school environment plays a crucial role in shaping children's self-protection behaviors among elementary school-aged children. Teachers are responsible for guiding students' behavior and monitoring their social interactions at school (Wachid et al., 2025). The supervision and guidance provided by teachers help students understand the boundaries of social interaction and build healthy relationships with those around them (Romanovska & Novak, 2024). Siregar explains that teachers play a role in guiding students to protect themselves and understand behaviors that align with social norms. In addition to providing instruction in the classroom, teachers also play a role in creating a school environment that is safe and supports the development of positive behavior in children (Siregar et al., 2025). The role of teachers in providing ongoing guidance and supervision is a vital component in supporting efforts to protect children from the risk of sexual violence.

The family also plays a crucial role in shaping children's behavior and understanding of self-protection from an early age. Parents have a responsibility to provide supervision, guidance, and moral education to their children (Supriani et al., 2023). Communication between parents and children helps children feel safe sharing their experiences and challenges, ensuring they receive appropriate guidance (Ndugga et al., 2023). Fahmi and Wijayanti explain

that open communication between parents and children helps children better understand behavior aligned with social norms and avoid risky influences (Fahmi & Wijayanti, 2023). Parents play a role not only in providing supervision but also in building emotional closeness that helps children be more open in sharing their daily experiences (Wahyuni, 2026). Consistent communication and guidance help children develop more positive behaviors and enhance their awareness of self-care from an early age. This parental role is consistent with Bronfenbrenner's Ecological Theory of Development, which explains that the family, as a child's immediate environment, has a significant influence on the development of a child's behavior, values, and ability to protect themselves from an early age. Several previous studies have examined the influence of teachers' roles and parental communication on children's self-protection behaviors in efforts to prevent sexual violence. Among them, Amalina and Hakim suggest that the involvement of teachers and families in sex education helps children understand personal boundaries and develop social behaviors that align with societal norms (Amalina & Masyithoh, 2024; Hakim et al., 2022). Regarding the school context, Caniago and Nawaz emphasized that teachers play a role in helping children understand social interaction rules and boundaries (Caniago et al., 2025; Nawaz, 2024). Meanwhile, in the family context, Grace and Mihic notes that good communication patterns between parents and children, along with family supervision, help prevent risky sexual behavior in children (Grace et al., 2026;

Mihić et al., 2022). Additionally, Hidayatillah and Sipahutar emphasizes that enhancing teachers' and parents' knowledge through sex education further strengthens efforts to prevent sexual violence against children (Hidayatillah et al., 2024; Sipahutar et al., 2024). Fadhilah and Martahayu highlights that the involvement of schools, families, and the community also contributes to creating a safe environment for children's social development (Fadhilah et al., 2025; Martahayu et al., 2026). In line with these findings, several other studies have also shown similar results; Jadidah explains that the role of teachers and communication with parents are linked to the development of children's behavior from an early age (Jadidah et al., 2025). Jumatullailah explains that teachers play a role in fostering student behavior through monitoring social interactions and character development at school (Jumatullailah et al., 2024). Maghfiroh demonstrates that open communication between parents and children helps children better filter out negative influences from both their social environment and digital media (Magfiroh, 2023). Dayanti concludes that a lack of teacher supervision and parental communication can increase the risk of deviant behavior in children (Dayanti et al., 2024). These findings indicate that cooperation between schools and families is necessary to support the development of self-protection behaviors in children as a means of preventing sexual violence against elementary school-aged children. Previous studies have discussed the roles of teachers and parental communication in shaping

children's behavior, but have not emphasized the involvement of both in fostering self-protection behaviors in children as a means of preventing sexual violence against elementary school-aged children in the digital age. The novelty of this study lies in its examination of the roles of teachers and parental communication as a form of school-family collaboration in preventing early sexual behavior among elementary school-aged children in the digital age. This study aims to analyze the influence of teachers' roles and parental communication on children's self-protection behaviors as a means of preventing sexual violence against elementary school-aged children in the digital age. The results of this study are expected to serve as a foundation for strengthening school-family collaboration in protecting children from the risk of sexual violence by promoting self-protection behaviors.

MATERIAL AND METHODS

This study uses a quantitative method with a survey approach to determine the influence of teachers' roles and parental communication on self-protection behaviors as a means of preventing sexual violence against elementary school-aged children. A quantitative method was used because this study aimed to objectively examine the relationships and influences between variables through statistical analysis (Risnita et al., 2024). The study was conducted at MI Nurul Islam Sekarbela with the research subjects. Before data collection began, the researcher obtained permission from the school principal and classroom teachers to conduct the study at

MI Nurul Islam Sekarbela. During the questionnaire-completion process, classroom teachers assisted students by reading the instructions aloud and explaining any statements that were not clearly understood, without influencing or directing the students' answers. All respondents completed the questionnaire voluntarily based on their own understanding, experiences, and opinions. Before filling out the questionnaire, students were also informed that there were no right or wrong answers and were therefore encouraged to answer honestly. Comprising all students in grades 5(a) and 5(b), totaling 43 students, consisting of 21 students in grade 5(a) and 22 students in grade 5(b). The sampling technique used was saturation sampling, which is a technique for determining a sample by using the entire population as the research sample (Ulva Putri Ramadani et al., 2025). Fifth-grade students were selected because students at that level are considered capable

of understanding and completing the research questionnaire well. The research instrument used was a questionnaire with a five-point Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree.

The questionnaire was developed based on indicators related to teachers' roles, parental communication, and self-protection behaviors as a means of preventing sexual violence against elementary school-aged children. Before use, the research instrument was first tested for validity using the calculated *r*-value and for reliability using Cronbach's Alpha to ensure the instrument's suitability. Data collection was conducted by distributing questionnaires to all research respondents. The data obtained were then processed through the stages of editing, coding, and tabulation. During the editing stage, the completeness and consistency of the respondents' answers were checked, while the coding stage involved assigning scores

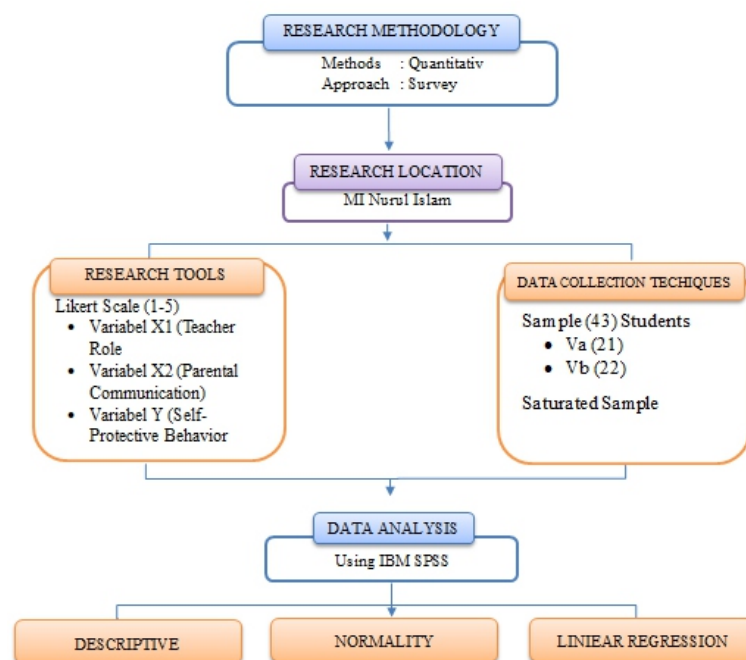


Figure 1. Research Methodology

to each questionnaire item based on a five-point Likert scale. Subsequently, the data were tabulated to facilitate the data grouping and analysis process. The research procedures carried out are presented in **Figure 1**.

Descriptive analysis is used to describe the characteristics of the research data obtained from the questionnaires completed by the respondents (Zihnil et al., 2024). Before conducting data analysis, the validity of the research instrument is tested by comparing the calculated *r* value with the table *r* value, and its reliability is tested using Cronbach's Alpha to ensure that the instrument is suitable for use in the study. Before hypothesis testing, classical assumption tests including normality and linearity tests are conducted to ensure that the data meet the requirements for regression analysis.

Hypothesis testing is performed using multiple linear regression analysis to determine the effects of teachers' roles and parental communication as preventive measures against sexual violence against elementary school-aged children. Next, a *t*-test was conducted to determine the partial effect of each independent variable, an *F*-test to determine the simultaneous effect of both independent variables, and the

coefficient of determination (*R*²) to determine the extent of the independent variables' contribution to the dependent variable. The results of the analysis were then interpreted to draw conclusions in line with the research objectives.

RESULTS AND DISCUSSION

Based on the research results analyzed using descriptive statistics, a general overview was obtained regarding the characteristics of the study respondents, who consisted of students in grades 5(a) and 5(b) at MI Nurul Islam Sekarbela. Descriptive analysis was conducted to describe the characteristics of the research data before further hypothesis testing. Descriptive data are presented in the form of mean values, standard deviations, minimum values, and maximum values to facilitate the interpretation of the research data. In addition, descriptive analysis was used to examine trends in respondents' answers regarding the variables of teacher role (*X*1), parental communication (*X*2), and self-protective behavior (*Y*1). The results of the descriptive statistics provide an initial overview of the general condition of the research data prior to inferential testing. The results of the descriptive statistics are presented in **Table 1**.

Table 1. Descriptive Statistics Results

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
X1	43	26	72	98	3646	84.79	0.898	34.693
X2	43	42	58	100	3538	82.28	1.628	114.016
Y1	43	34	66	100	3828	89.02	1.153	57.214
Valid N (listwise)	43							

Based on the results of the descriptive analysis in **Table 1**, it was found that the teacher role variable (X1) had a mean score of 84.79 with a standard deviation of 5.890, the parental communication variable (X2) was 82.28 with a standard deviation of 10.678, and self-protective behavior (Y) was 89.02 with a standard deviation of 7.564. These mean values indicate that all research variables fall into the good to very

good category. Furthermore, standard deviation values that are smaller than the mean values indicate that the research data tends to be homogeneous and has relatively low data dispersion. These results indicate a positive trend in children's self-protection behaviors as a means of preventing sexual violence. The results of the validity and reliability tests for this study are presented in **Table 2**.

Table 2. Validity and Reliability Test Results

Variable	Number of Items	Item Validity (r-value Range)	r-table	Cronbach's Alpha	Interpretation
Teacher's Role (X1)	8	0.357–0.623	0.301	0.711	Valid and reliable
Parental Communication (X2)	10	0.444–0.740	0.301	0.772	Valid and reliable
Self-Protection Behavior (Y)	9	0.429–0.690	0.301	0.705	Valid and reliable

Based on the validity test results in **Table 2**, all items in the variables of teacher role, parental communication, and self-protective behavior had calculated r values greater than the table r value (0.301); therefore, all items were deemed valid. The calculated r values for the teacher role variable ranged from 0.357 to 0.623, for the parental communication variable from 0.444 to 0.740, and for the self-protective behavior variable from 0.429 to 0.690.

Furthermore, the reliability test results showed that Cronbach's Alpha for the teacher role variable was 0.711, for the parental communication variable was 0.772, and for the self-protection behavior variable was 0.705.

All of these Cronbach's Alpha values were above the minimum threshold of 0.70; therefore, the research instrument was deemed reliable and suitable for use as a data collection tool.

Table 3. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	0.163	43	0.006	0.964	43	0.198
X2	0.125	43	0.091	0.963	43	0.182
Y1	0.097	43	.200 ^b	0.952	43	0.07

a. This is a lower bound of the true significance.

b. Lilliefors Significance Correction

Based on the results of the normality test in **Table 3**, the teacher role variable (X1) obtained a significance value of 0.198, the parental communication variable (X2) of 0.182, and the self-protection behavior variable (Y) of 0.070.

All of these significance values are greater than 0.05 (Sig. > 0.05), so the research data is declared to be normally

distributed and suitable for use in further hypothesis testing. This finding is consistent with Ngurah Puger's research, which indicates that normally distributed research data can be used in parametric statistical testing (Kurve et al., n.d.). The results of the study's summary test can be seen in **Table 4**.

Table 4 . Test Results Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	0.3	0.266	6.482

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y1

Based on the results of the model test summary in **Table 4**, the R value is 0.548 with an R-squared value of 0.300. This indicates that the variables of teacher role (X1) and parental communication (X2) have a moderate relationship with the dependent variable of self-protection

behavior (Y). Furthermore, these two independent variables account for 30.0% of the variance, while the remaining 70% is attributed to other factors outside the scope of this study. The results of the ANOVA test are presented in **Table 5**.

Table 5. ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	722.085	2	361.043	8.592	.001 ^b
	Residual	1680.892	40	42.022		
	Total	2402.977	42			

a. Dependent Variable: Y1

b. Predictors: (Constant), X2, X1

Based on the results of the ANOVA test in **Table 5**, the calculated F-value was 8.592 with a significance level of 0.001 (<0.05). This indicates that the role of teachers (X1) and parental communication (X2) simultaneously have a significant effect on self-protection behavior among elementary school-aged children (Y).

Thus, the regression model used in this study is deemed valid and can be used

to explain the influence of independent variables on the dependent variable. Furthermore, the Sum of Squares value in the regression of 722.085 indicates the amount of variation in Y that can be explained by X1 and X2, while the residual value of 1,680.892 indicates variation influenced by factors outside the research model. The results of the study's coefficients are presented in **Table 6**.

Table 6. Coefficients Test Results

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error		
1	(Constant)	31.086	14.548	2.137	0.039
	X1	0.522	0.187	2.789	0.008
	X2	0.166	0.103	1.61	0.115

a. Dependent Variable: Y

Based on the results of the regression coefficient test in **Table 6**, a constant of 31.086 was obtained with a significance level of 0.039. The teacher role variable (X1) has a coefficient of 0.522 with a calculated t-value of 2.789 and a significance level of 0.008 (<0.05), indicating a positive and significant effect on self-protection behavior (Y). Meanwhile, parental communication (X2) has a coefficient of 0.166 with a t-value of 1.610 and a significance level of 0.115 (>0.05), indicating no significant partial effect. These findings align with previous research indicating that the teacher's indicating no significant partial effect. These results indicate that in this research model, the teacher's role contributes to students' self-protection behavior, whereas parental communication has not yet shown a significant effect. Furthermore, the teacher's role variable has a larger standardized regression coefficient than parental communication.

The results of this study indicate that the role of teachers makes a positive and significant contribution to self-protective behavior. Teachers have frequent interactions with students, allowing for the consistent reinforcement of values on a daily basis. This aligns with Bandura's Social Learning Theory, which states that

behavior is shaped through the process of observing authority figures (Hidayat & Ramli, 2019). Qushwa demonstrated that teachers' exemplary behavior plays a crucial role in character development through sustained modelling (Qushwa et al., 2025). Consistent modeling enables the values imparted by teachers to be more easily internalized by students. In line with this, Li found that a consistent school environment tends to enhance students' discipline and self-control (Li et al., 2021). This finding expands on Bandura's theory that the modeling process in an educational context encompasses not only behavioral aspects but also cognitive, spiritual, and affective aspects (Nelly & Yusdiana, 2023). Thus, value-based schools play a strategic role in the holistic character development of children.

Conversely, parental communication has not had a significant impact on self-protection behavior among students. These results indicate that the development of self-protection behaviors in elementary school-aged children is influenced not only by family communication but also by the school environment and social environment, which play a role in providing children with knowledge and experiences. Furthermore, discussions regarding bodily boundaries, personal safety, and self-

protection efforts are still often considered sensitive topics in some families, so communication between parents and children tends to be more instructive in the form of advice or prohibitions rather than a two-way dialogue. Parents' busy schedules, which reduce the frequency of interaction with their children, can also hinder the effective conveyance of messages regarding self-protection. These findings align with those of Maihasni who explain that open communication within the family plays a role in helping children cope with negative influence from their social environment and digital media (Maihasni et al., 2025). Sumartono and Rizaldi (2017) also emphasize that the effectiveness of family communication is determined not only by the frequency of communication but also by the quality of interaction and openness between parents and children (Sumartono & Rizaldi, 2017).

This difference in influence can be explained by Bronfenbrenner's Ecological Systems Theory, which states that child development is influenced by various interacting environmental systems (Lal, 2026). In the context of this study, an imbalance in the intensity of interaction causes the school environment, as a microsystem, to have a more dominant influence than the family environment in shaping children's behavior. This situation can occur because the quality of parenting and communication within the family determines the extent to which the family can influence the development of a child's behavior. This aligns with Ferreira's view, which emphasizes that the quality of parenting determines the extent to which

the family contributes to the development of a child's behavior (Ferreira et al., 2023). Furthermore, Mat Daud also reinforces that the consistency of the educational environment is a crucial factor in long-term character development (Mat Daud et al., 2023). Thus, under certain conditions, the school can exert a more dominant influence than the family, although both continue to play complementary roles.

Although teacher's role showed a greater statistical contribution within the research model, synergy between teachers and parents remains essential in fostering children's self-protection behavior. Alignment of values between the school and family environments will strengthen the process of value internalization in children. Saputro emphasizes that consistency in values between school and family leads to more stable behavior (Saputro et al., 2026). Rouzi and Afifah add that collaboration between families and schools can increase children's resilience against negative influences from the external environment (Rouzi & Afifah, 2023). These findings indicate that the effectiveness of prevention is not determined by a single party but by alignment across environments. Therefore, synergy must be built in a targeted and sustainable manner.

Developing children's self-protection behavior is a complex phenomenon that cannot rely on a single environment alone. Children's behavior is influenced by various factors that interact with one another in daily life. This phenomenon is supported by Zhang, who demonstrates that children's risky behaviors are influenced by a

combination of interrelated family, school, and social environmental factors (Zhang et al., 2026). In addition to the family and school environments, peers and the development of digital technology also play a role in shaping children's behavior. Ibda emphasizes that understanding children's behavior requires a comprehensive consideration of the entire environmental system (Ibda, 2022).

Islami adds that multidimensional interventions tend to be more effective than single-approach interventions (Islami et al., 2026). These findings point to the need for a more integrated prevention model across environments is a complex phenomenon that cannot rely on a single environment alone. Children's behavior is influenced by various factors that interact with one another in daily life. This phenomenon is supported by Zhang, who demonstrates that children's risky behaviors are influenced by a combination of interrelated family, school, and social environmental factors (Zhang et al., 2026).

In addition to the family and school environments, peers and the development of digital technology also play a role in shaping children's behavior. Ibda emphasizes that understanding children's behavior requires a comprehensive consideration of the entire environmental system (Ibda, 2022). Islami adds that multidimensional interventions tend to be more effective than single-approach interventions (Islami et al., 2026). These findings point to the need for a more integrated prevention model across environments.

CONCLUSION

Based on the research findings, it can be concluded that the teacher's role has a positive and significant influence on self-protective behavior in elementary school-aged children, whereas parental communication does not show a significant influence when considered in isolation. However, these two variables together have a significant influence on self-protective behavior, contributing 30% to the total effect. school environment These findings indicate that the development of self-protective behavior in children requires complementary support from both teachers and parents.

In this research model, the teacher's role variable contributes more significantly than parental communication, although parental communication still plays a role in supporting the development of self-protective behavior through open, warm, and developmentally appropriate communication. Therefore, schools are advised to develop child protection programs by creating educational modules, providing teacher training, and strengthening education on self-protective behavior.

On the other hand, parents need to improve the quality of their communication with their children to foster better synergy between schools and families in supporting the development of self-protection behaviors starting in elementary school. Furthermore, future research is recommended to include a larger sample size and consider other variables, such as the influence of peers, digital media, or

parenting styles, in order to gain a more comprehensive understanding of the factors that influence children's self-protection behaviors.

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