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**PSYCHOEDUCATION ON PERSONAL BOUNDARIES TO FOSTER SELF-  
PROTECTIVE BEHAVIOR IN PRESCHOOL CHILDREN**

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**ABSTRACT**

*Sexual violence is a problem faced by the entire world. Perpetrators of sexual violence can be anyone, including acquaintances, family members, or strangers. Based on reports collected from various reliable channels, ranging from direct complaints, hotline services, to electronic messages, the number of reports of 1,915 reports received throughout this year. Therefore, the purpose of this research is to discuss psychoeducational personal boundaries to shape self-protective behavior. Through psychoeducation, teaching has increased from the previous year. The most dominant cases are those of sexual violence, with a total personal boundaries as a tool for self-protection in children becomes fundamental when discussing the prevention of sexual violence against children. This study reviews scientific literature relevant to the discussion of psychoeducational personal boundaries to enhance self-protective behavior in preschool children. The research employs a systematic method (LSR), supplemented with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Keywords such as "Psychoeducation," "Personal Boundaries," "Formation of self-protective behavior," and "Preschool" were used to search for literature on Google Scholar, Crossref limited to the last 5 years from 2020 until 2024. After selecting 241 initial articles using inclusion and exclusion criteria, the PRISMA method was applied. From the final results of these articles, after review and selection, 10 relevant articles were found concerning the variables discussed. Current journal reviews indicate that understanding personal boundaries to shape self-protective behavior in preschool children can be achieved through psychoeducation.*

**Keywords:** Psychoeducation, Personal Boundaries, Formation of self-protective behavior, Preschool.

# Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

## INTRODUCTION

Sexual violence is a problem currently faced by all countries in the world. The American Academy of Child and Adolescent Psychiatry notes that 1 in 3 girls and 1 in 13 boys in the United States have experienced sexual violence during childhood. This sexual violence is perpetrated by someone they know or someone within the family (AACAP, 2020). In Asia, victims of sexual violence at a young age occur in private settings at a rate of 6.1% - 41.9%. Victims also often know the perpetrators of this sexual violence closely because they are in internal environments. (Pramesti, 2021).

The National Commission for Child Protection Indonesia revealed that there were 3,547 reports of violence against children received throughout 2023. These reports were gathered from various channels, ranging from direct complaints, hotline services, to electronic messages. The number of reports has increased from the previous year. The most dominant cases are those of sexual violence, with a total of 1,915 reports received throughout this year. In (Margareta and Sari Jaya, 2020), it's explained that violence against young children is an action that can harm a child's development, both physically, psychologically, and sexually, which can affect the future development of the child's life.

Violence against children is still prevalent in society, ranging from abuse, murder, persecution, and other forms of criminal acts that negatively impact a child's psyche. Ideally, a child should be provided with high-quality education and supported with familial love to ensure their mental well-being remains undisturbed. This occurs because many parents consider violence against children as normal. They believe violence is part of disciplining a child. They forget that parents are the most responsible for ensuring the welfare, protection, development, and optimal growth of their children. The family is the first place where a child learns about applicable rules, whether intentional or unintentional, which are aimed at harming or damaging the child, whether through physical or mental attacks. (Margareta and Sari Jaya, 2020).

Through psychoeducation, teaching personal boundaries as a means of self-protection to children becomes fundamental when discussing the prevention of sexual violence against children. The main goal of providing material on the prevention of sexual violence against children, especially in the field of education, is to help children become skilled in identifying potentially dangerous situations that could lead to sexual violence so that they can prevent and know what steps to take. The personal boundaries taught include forms of inappropriate touching, refusing or ending interactions, and seeking help if in a dangerous situation. (Joni and Surjaningrum, 2020).

In doing self-protection there are several ways to do it, here are ways to protect yourself as a prevention of sexual violence : 3 R ( *Recogn, Resist, Report*). (a) *Personal Safety Skills*, consist of three skill. Firstly, *Recognize*, which is the ability for children to identify characteristics of individuals who potentially commit sexual violence (Predators). (b) Secondly, *Resist*, which is the ability children must possess to resist acts or instances of sexual violence. (c) Thirdly, *Report*, which is the ability children must possess to disclose any intimate discomfort they experience from adults, and children should be open with their parents so that parents can monitor their well-being. (Saputra, Candra , Lastri Rosanna, Bayu Azhar, 2021).

There are 8 concepts of teaching personal safety skills, in the book *healt and wellbeing childhood* by (Gravis and Pendergast, 2017), it's explained that eight concepts are taught in personal safety skills to

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

avoid sexual violence in children : (1) Body ownership. Full body ownership where children are taught that they have full rights over their bodies including private parts, the right to control their bodies so that not everyone can touch see and take pictures of their bodies. (2) Touch. Children can be taught to distinguish between touch by others including touch that leads to sexual violence. (3) Assertiveness. Children are taught strategies to be assertive towards behaviors that lead to sexual violence. (4) The No Go Tell sequence. Children are taught to say "no" clearly and loudly if someone is going to touch them inappropriately and then "go" from the situation followed by "tell" a helpful adult. (5) Secretary. Children can be taught to tell stories about events they have experienced that should not be a secret. (6) Intuition. This is a controversial part especially for early childhood because children are taught to trust their feelings when they feel threatened. (7) Support system. Teaching about trustworthy adults is the stage of recognizing support systems for children.

In this phenomenon, education is necessary, so that children can learn personal boundaries and how to apply personal safety skills with psychoeducation. Psychoeducation can be preventive role in addressing child sexual abuse. Psychoeducation involves providing information, understanding, and skills to children on topics such as personal boundaries, dangerous situations, how to recognize early signs of abuse, and how to address or report such situations. Therefore, psychoeducation can serve as an appropriate and effective step in combating child sexual abuse.

### RESEARCH METHOD

The study employs a qualitative approach using a Literature Systematic Review (LSR) method. The qualitative approach is selected for its aim to comprehend and interpret the meanings derived from various literature sources concerning psychoeducation on personal boundaries to foster self-protective behaviors in preschool children. Literature was obtained from journals research engineers such as Google Scholar and Crossref limited to the last 5 years from 2020 until 2024.

The focus of this research is on the concept and application of psychoeducation on personal boundaries in preschool-aged children, encompassing the understanding of personal boundaries, self-protection, factors influencing the formation of personal boundaries, psychoeducational content, and its implementation.

The data analysis technique utilized in this study is the prism technique, where the author conducted a general search on journals related to the topic. After a general research journal and articles that were eligible for review were screened. The result of the screening process will then be filtered again until the correct journal was found.

**Table 1. Explanation of the Review Protocol**

No	Process	Description
1	Data Search	Data refers to Google Scholar and Crossref using publish or perish v.8 and using keywords that have been adjusted to the research title.
2	Data Screening	This process includes the selection of data that match the research title and is accompanied by the key to the research problem.
3	Data Quality Assessment	Based on full text data that has met the inclusion and exclusion criteria in table 2.

# Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

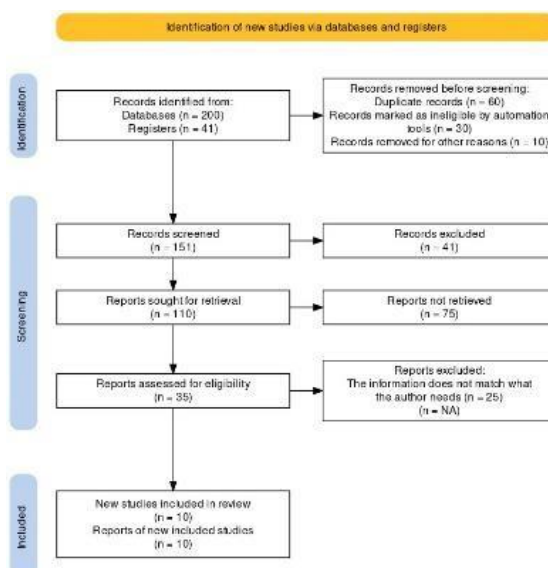
4. Data Search Result All data met the criteria and will be analyse further

**Table 2 Inclusion and Exclusion Criteria**

No	Criteria	Inclusion	Exclusion
1	Type of literature	Literature from Google Scholar and Crossref	Citation, repocitory, blog
2	Publication years	2020 untill 2024	Before 2020

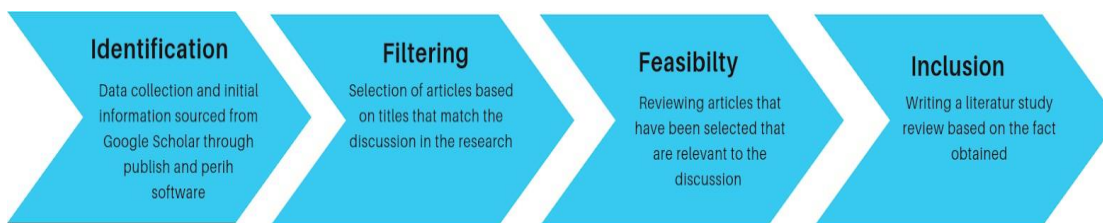
## RESULT AND DISCUSSION

The initial literature search yielded 241 articles, 41 of which were obtained from Google Scholar and 200 from Crossref. After reviewing the relevance and appropriateness of the abstracts to the inclusion criteria, 10 articles were selected for full-text rev



Based on the result of the review conducted by the author using LSR (Literature systematic review) method and the PRISMA (Protocol Review Systematic and MetaAnalysis) analysis technique, and used google scholar and for literature on Google Scholar and Crossref limited to the last 5 years from 2020 until 2024. The following results were obtained: identification and analysis results, journal and articles related to psychoeducation on personal boundaries to foster self protective behavior in preschool children is 241 titles of articles. The results are then selected based on titles that were in accordance with the result discussion, so that 151 that were obtained. The 151 titles of the literature were given further screening to obtain literature results that were truly in accordance with the research variable developed as 35 titles . In the development of the method used with the PRISMA analysis technique. In the end, the authors obtained 10 articles specifically discussing psychoeducation on personal boundaries to foster self protective behavior in preschool children. The flow of PRISMA in this research is a shown below:

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children



**Tabel 1. Analysis of Literature Review Result**

Title	Country	Language	Research Objective	Type of Research	Data Collection Method	Population and Number	Result
The Phenomenon Of Psychological Boundaries	Rusia	English	The article presents an analysis of foreign and Russian approaches to understanding the essence, content and parameters of psychological boundaries.	Quantitative and Qualitative analysis	Questionnaire	The total number of 150 students of the faculty of psychology of Bashkir State Pedagogical University.	The category or term of "boundary" is associated with many meanings. At this time many people are starting to become aware of terms such as "life world", "psychological time and space", "personal space", "contact boundaries" even boundaries used to "protect oneself".
Development of a Personal Boundaries Awareness Package to Shape Self-Protective Behavior in Early Childhood	Indonesia	Indonesia	This research aims to produce a product in the form of a personal boundaries awareness package that meets the criteria of accessibility from experts consisting of usefulness, feasibility, accuracy, and appropriateness.	Research and development (R&D)	Data collection, planning, initial product development, initial field trial, and major product revision.	One teacher from the research location, namely Tunas Mulya Jaya Surabaya Kindergarten and one student guardian.	The personal boundaries taught include inappropriate forms of touch, refusing or ending interactions, and seeking help if in a dangerous situation.

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

Implementat ion Of Symbolic Modeling Techniques In Efforts To Improve Personality Safety Skills	Indo nesia	Indo nesia	Efforts to Improve Personalit y Safety Skill using tutorial services through symbolic modeling methods	Society service is carried out with training and therapy	Trainin g and Therap y	There are 35 students and parents at SDN 019 Pandau Jaya Pekanb aruCity.	<i>Personal Safety Skills</i> , consist of three skill. Firstly, <i>Recognize</i> , <i>Secondly Resist</i> , <i>Tirdly Report</i> .
Book Health and Wellbeing in Childhood	Ingg ris	Ingg ris	This book will assist educators, academics, pre-service student teachers and teachers in their quest to develop and implement effective practices for children's health and wellbeing.	-	-	-	8 concepts of teaching personal safety skills, in the book health and wellbeing childhood by Garvis&Pendergast (2017) :Body ownership, Touch, Assertiveness, The No Go Tell sequence, Secrery, Intuition, Support system.
Psychoeduca tion on Mental Health in the Quarter Life Crisis Phase in Mekarmukti Village	Indo nesia	Indo nesia	The article's purpose is to raise awarenes s related to mental health, provide understan ding to participan ts who are having a quarter- life crisis.	Psychoe ducation	FGD	27 youth, and 12 member s of KKN Group, 315 joined	Psychoeducation can provide both popular psychological information and specific information used to influence people's psychosocial well- being.
The Effect of Psychoeduca tional Intervention to Increase Goal Achievemen t in a Group of Underachiev er Girls.	Indo nesia	Indo nesia	The purpose of this study is to improve the achievem ent goals of a group of underachi ever female students who enjoy playing together and selling in class through the provision of psychoed ucational interventi ons.	experim ent	Pretest and post test	A group of 5 underac hiever students from class V of XX Element ary School in West Jakarta.	The results showed an increase in achievement goals in goal setting, planning, time management and self- evaluation of the underachiever group of female students which also had an impact on improving academic achievement after being given an intervention using psychoeducation.

**Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Design a hand puppet video psychoeducational intervention to prevent early childhood sexual violence	Indonesia	Indonesia	The purpose of this research is describe about design of intervention psychoeducation through video	RnD	Learner analysis with FGD, task analysis, concept	Preschool children with age range of 3-6 y.o with full assistance from parents or other adults	This research produces a learning media from video that are in accordance with the target, background, and cognitive development children
Preventive of child sexual abuse through media-based reproductive healthy education for PUD school student	Indonesia	Indonesia	This research aims to introducing as well as primary prevention for child sexual abuse through education	extension	-	The project was conducted at sardis Preschool, Maulafa Sub district, Kuang city with 20 student and 2 teachers participated	This research shows that 100% of children participate in reproductive health education for children's knowledge and skills after media-based counseling increased by 92%, while in non-media counseling it was only 63%. At the end of the activity, children were able to point out certain body parts that should not be touched by other people and practiced it by singing a sexual violence prevention song using the correct move
Prevention of sexual violence in early children through of the teaching of the song "sentuhan boleh sentuhan tidak boleh" through of the teaching of the song "sentuhan boleh sentuhan tidak boleh"	Indonesia	Indonesia	This study aims to describe the implementation of prevention in early childhood through the simulation of singing	Qualitative with descriptive method	Observation, interview, and documentation studies	One teacher, three parents, and three young children in TK Kartika Siliwangi 39, Serang City, Banten	This article result showed that teaching song "sentuhan boleh sentuhan tidak boleh" has 8 step of teaching, the role of teacher is guide and mediator, the role of parents is motivator, guide, and reflector, teaching the song "sentuhan boleh sentuhan tidak boleh" is considered to have positive impact

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

Early childhood sexual education through audio visual media and body mapping in Bina Ana Prasa III Kindergarten	Indonesia	Indonesia	Aims to provide understanding and awareness to protect themselves from sexual crime	Counseling with science and technology simulation		20 student of Bina Ana Prasa III Kindergarten	The results of the activity show that audio-visual media and body mapping, which is a method of simulating science and technology is very effective in delivering information and education to children.
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### The Importance of Personal Boundaries

The category or term of "boundary" is associated with many meanings. Boundaries are lines that divide territories, borders, edges, alignments, lines and those that separate various fields of activity, even human feelings and beliefs. A limit can be considered an extreme manifestation of something, a limit, a measure. The ambiguity and range of application of the term "limit" leads us to think about its underlying essence, namely the nature of the "root" of this idea. (Moiseeva, Gantseva and Lyamina, 2020). At this time many people are starting to become aware of terms such as "life world", "psychological time and space", "personal space", "contact boundaries" even boundaries used to "protect oneself". Boundaries are considered in their social aspect – as oppositions between oneself to others and society. Another definition of personal boundaries are the limits and rules set in a relationship to openly and without coercion say "no" to inappropriate things (Moiseeva, Gantseva and Lyamina, 2020).

Quoting from the University of South Africa's website, here are the types of boundaries and examples:

- a. Physical. Offering a handshake instead of a hug when meeting someone new or asking for a break from a gym trainer when feeling fatigued.
- b. Sexual. There is a lot of abuse of children, especially children who cannot protect themselves.
- c. Emotional. Declining invitations to meet that you do not want and avoiding things that trigger sadness or anger
- d. Material. Refusing requests to borrow money or items that you do not want and setting boundaries on returns if you agree to lend them.
- e. Time. Asking others not to call during work hours or limiting visitation time when friends come over.
- f. Intellectual. Rejecting others' ideas, accompanied by sensible reasons.

Reviewing the explanation above, in accordance with the focus of this research, it is about teaching children how to protect themselves by setting personal boundaries. This is fundamental when discussing the prevention of sexual abuse against children. The primary goal of providing material on preventing child sexual violence, especially in the field of education, is to assist children in being skilled at identifying potentially dangerous situations that could lead to sexual violence, thus preventing it and knowing what steps to take. The personal boundaries taught include inappropriate forms of touch, refusing or ending



## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

interactions, and seeking help if in a dangerous situation. (Pramesti, 2021).

### Self Protection Personal Safety Skills

In the realm of self-protection skills, children need to be encouraged to speak to trusted adults when they feel uncomfortable, to go with known or trusted adults when walking or riding in a car, and to ask trusted adults when unsure about how to do something (Bortolussi & Vicki, 1997) in Nessa, Mutmainnah and Kurniawati, 2022)).

In doing self-protection there are several ways to do it, here are ways to protect yourself as a prevention of sexual violence:

a. 3 R (*Recogn, Resist, Report*)

*Personal Safety Skills*, consist of three skill. Firstly, *Recognize*, which is the ability for children to identify characteristics of individuals who potentially commit sexual violence (Predators). Secondly, *Resist*, which is the ability children must possess to resist acts or instances of sexual violence. Thirdly, *Report*, which is the ability children must possess to disclose any intimate discomfort they experience from adults, and children should be open with their parents so that parents can monitor their well-being. (Saputra, Candra , Lastri Rosanna, Bayu Azhar, 2021)

b. 8 concepts of teaching personal safety skills, in the book *healt and wellbeing childhood* by (Gravis and Pendergast, 2017), it's explained that eight concepts are taught in personal safety skills to avoid sexual violence in children :

- 1) Body ownership. Full body ownership where children are taught that they have full rights over their bodies including private parts, the right to control their bodies so that not everyone can touch see and take pictures of their bodies.
- 2) Touch. Children can be taught to distinguish between touch by others including touch that leads to sexual violence.
- 3) Assertiveness. Children are taught strategies to be assertive towards behaviors that lead to sexual violence.
- 4) The No Go Tell sequence. Children are taught to say "no" clearly and loudly if someone is going to touch them inappropriately and then "go" from the situation followed by "tell" a helpful adult.
- 5) Secrecy. Children can be taught to tell stories about events they have experienced that should not be a secret.
- 6) Intuition. This is a controversial part especially for early childhood because children are taught to trust their feelings when they feel threatened.
- 7) Support system. Teaching about trustworthy adults is the stage of recognizing support systems for children.

In this phenomenon, education is necessary, so that children can learn personal boundaries and how to apply personal safety skills. Psychoeducation can be preventive role in addressing child sexual abuse.

## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

Psychoeducation involves providing information, understanding, and skills to children on topics such as personal boundaries, dangerous situations, how to recognize early signs of abuse, and how to address or report such situations. Therefore, psychoeducation can serve as an appropriate and effective step in combating child sexual abuse.

### **Psychoeducation content**

Psychoeducation is one of the intervention techniques applied as community group education, developing and providing information related to popular psychology or specific information used to influence people's psychosocial well-being (Mahmud *et al.*, 2021). According to (Putra and Soetikno, 2018) psychoeducation is a deductive method to provide information and training to change an individual's mental or psychological understanding. Psychoeducation can be applied in an effort to provide an understanding of personal boundaries to shape self-protective behavior in preschool children. The importance of understanding personal boundaries to shape self-protective behavior for preschool children can be provided in the form of psychoeducation by covering the following content:

- a. Introduction to male and female body anatomy is a very important provision. The introduction of body anatomy can be done by teaching children the correct names of body parts including genitals, helping children understand the differences between men and women, introducing children to body parts that can be seen by others and those that cannot, and providing an understanding for children not to touch other people's private body areas without permission.
- b. Personal boundaries are an important aspect that should be understood and introduced early on. Both teachers and parents can introduce personal boundaries by providing an understanding of personal boundaries as rules about how others treat us, teaching to respect other people's personal boundaries, and teaching children to say "no" when someone violates their personal boundaries.
- c. Introduce children to various kinds of unsafe behaviors such as being touched in private body parts (covered by clothes) without permission, invited by unknown people, given gifts or money in return, asked to touch other people's private body parts, threatened or forced to do something unwanted. By knowing the behavior of unsafe behavior, it is hoped that children can be careful and avoid if anyone treats them in this way.
- d. Teaching children strategies to deal with dangerous situations as a preventive measure to prevent sexual violence. Teach children to say "no" if someone touches their private areas, provide information on how to get help if they feel threatened or are victims of sexual abuse, teach children to tell a trusted adult if they feel threatened or uncomfortable by providing a safe environment and open communication.

### **Implementation of Psychoeducation**

Psychoeducation for pre-school children is essential for understanding themselves and others and for developing social-emotional skills. These are ways to implement effective psychoeducation for preschoolers:

- a. Educational videos can help children learn about specific topics in an interesting way through

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

visual and auditory. This is in line with research (Ardinanta, et al) on the design of hand puppet video psychoeducational interventions as an effort to prevent early childhood sexual violence, showing that psychoeducation can be applied in the form of videos. In the study, the video contains the story of a child with a case of verbal abuse and the actions that must be taken when dealing with it, then also contains an introduction to the parts of the child's body that can and cannot be touched by others. The video is also equipped with songs to liven up the psychoeducational atmosphere. The video ends with an advocacy so that children become more aware of the parts of the body that should not be touched as a lesson that can be taken from this story and the message can be conveyed well.

- b. Role play accompanied by songs is an effective way to help children learn about a topic and learn about various social situations and how to behave in these situations. Role play can be sourced from storybooks, folklore, or self-made stories. This is in line with research (Tedjuhingga, Indriati Andolita, 2019), namely on reproductive health counseling with lecture methods followed by discussions, video drama screenings, and then role play accompanied by music and involving teachers and parents or guardians to create a family environment, child-friendly schools as an effort to prevent sexual violence. After this counseling, the results showed that 92% of children's knowledge and skills increased after media-based counseling.
- c. Educational songs are one of the learning media that can help children learn in a fun and memorable way and contain a variety of topics. In line with research (Maharani, Nadia 2023) that teaching through singing "touch may, touch may not" for early childhood is considered to have a positive impact, especially related to understanding sexual education material.
- d. Audio visual media and body mapping. This is in line with research (Qalbina and Wati, 2023) regarding counseling and simulation of science and technology using audio-visual with the title "I take care of myself" is very effective for preschool children, students sing and move according to the video played. Animation is able to help children maintain focus and attention on the source of information so that children can understand information in a fun atmosphere and the messages conveyed are more embedded in children's memories (Suhadi et al, 2020 in (Qalbina and Wati, 2023). Meanwhile, body mapping is also relevant and appropriate to the age and stage of development of a person. In this activity, participants are asked to attach correct stickers to parts of the body that can be touched and wrong stickers to parts of the body that cannot be touched. Body mapping offers an easier way to describe events that are difficult to express.
- e. Hand puppets. As a medium for student learning, hand puppets involve 3 main aspects in themselves, namely as a medium for introducing self-awareness through stories, stimulating imagination, and emotional involvement and communication development. This hand puppet media aims to instill a sense of introspection and self-awareness through storytelling (Firmansyah, M.R. *Et al.* 2023). This media is able to attract children's attention and focus and is able to direct learning messages that are easy to understand and not boring. .

These methods can be implemented as a method of delivering personal boundary psychoeducation to foster self-protective behavior for children. Based on the review articles mentioned, it is true that

## Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children

psychoeducation can shape self-protective behavior.

### CONCLUSION

Based on the PRISMA method used in this study, it was found that education on personal boundaries and personal safety skills is a crucial step in preventing child sexual abuse. Through a psychoeducation approach and the application of relevant concepts, children can be empowered to recognize red flags, reject inappropriate behavior, and report adverse events. The implementation of audio-visual and body mapping methods in preschool education has also proven effective in delivering information and education to children. Thus, this approach can be an effective preventive measure in addressing child sexual abuse.

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## **Psychoeducation On Personal Boundaries To Foster Self- Protective Behavior In Preschool Children**

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