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THE IMPORTANCE OF PSYCHOEDUCATION AS AN EFFORT TO PREVENT SEXUAL VIOLENCE IN ADOLESCENTS

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ABSTRACT

Background: Sexual violence in adolescents is a concern that must be addressed immediately. Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA) in March 31, 2024 there were 5,035 cases of violence in Indonesia with details of 1,086 male victims and 4,401 female victims. The victims who experienced the most cases of violence were victims aged 13-17 years, totaling 1,897 people. For this reason, prevention that can be done so that adolescents avoid sexual violence is by providing an understanding of sexual education through psychoeducation. **Method:** The method used in this study is the Systematic Literature Review method with the PRISMA (Protocol Review Systematic and Meta-Analysis) model. The databases used in this study, namely Google Scholar and ResearchGate, are limited to the last 5 years of publication from 2020 to 2024, interventions regarding psychoeducation, related to sexual violence, and adolescent age (10-18 years). The keywords used are "Psychoeducation", "Sexual Violence", and "Adolescent". This systematic review uses 7 articles that fit the inclusion criteria. **Results:** Providing psychoeducation has been proven to be important in preventing sexual violence, especially in adolescents. Psychoeducation activities can be carried out by using the Student-Centered Learning (SCL) approach, distributing digital flyers through WhatsApp and Instagram social media, dissecting short films, using lecture techniques, interactive dialogue, Focus Group Discussion techniques, and training. **Conclusion:** With this psychoeducation activity, adolescents can understand what they should do to avoid sexual violence, including the risks they will receive when they have sexual intercourse.

Keywords: Psychoeducation, Sexual Violence, Adolescents

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

INTRODUCTION

Komnas Perempuan's complaint data throughout 2022 shows sexual violence as the dominant form of violence against women (2,228 cases/38.21%) followed by psychological violence (2,083 cases/35.72%). Meanwhile, data from service institutions was dominated by physical violence (6,001 cases/38.8%), followed by sexual violence (4102 cases/26.52%). Then, CATAHU 2023 recorded the number of violence against women in 2023 as 289,111 cases. CATAHU 2023 noted that cases of non-physical and physical sexual harassment were increasingly reported compared to rape. This means that cases of sexual violence in Indonesia are a topic that needs attention and countermeasures.

Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA) in 2023, shows that there were 29,883 cases of violence in Indonesia, the majority of which were adolescents (13-17 years) with 11,324 victims. And sexual violence is the most experienced case, namely 13,156 cases. Then, the data inputted by Kemen-PPA from January 1, 2024, to March 31, 2024, there were 5,035 cases of violence in Indonesia with details of 1,086 male victims and 4,401 female victims. The most common type of violence experienced was sexual violence with 2,351 cases. The victims who experienced the most cases of violence were victims aged 13-17 years, totaling 1,897 people. From the data of the last 2 years, cases of sexual violence, especially in adolescents, have become a serious problem.

Adolescent sexual violence in Indonesia can be compared to an iceberg. There are many incidents of violence, but only a few are clearly visible, and most just disappear without being investigated. This iceberg phenomenon occurs partly because of the negative stigma associated with sexual violence, which causes underage victims to feel afraid and choose to remain silent, or even be 'silenced' by others around them (Situmorang, 2024).

Sexual violence is one of the many problems that often arise in adolescents. According to the World Health Organization (WHO), sexual violence is all acts committed to obtain sexual acts or other acts directed at a person's sexuality by using coercion regardless of the status of his relationship with the victim. This means that the perpetrators of sexual violence are indiscriminate and can be committed by the closest people such as fathers, mothers, uncles, grandfathers, and friends. This is what ultimately makes victims choose to remain silent and are afraid to report the incidents experienced.

Many problems arise due to sexual violence experienced by adolescents such as trauma, depression, and even suicidal thoughts. According to Dr. Yunias Setiawati, dr., Sp.KJ (K), FISCAM, sexual violence leaves deep trauma in children, causing feelings of insecurity, phobia of the opposite sex, self-harm, poor learning achievement, and tends to withdraw from the social environment which often causes him to be ostracized. Not only mental trauma, physical trauma is often found in victims of sexual violence such as injuries, sexually transmitted diseases, pregnancy risks, and neurodevelopmental disorders that will have an impact on the character and physical development of children (Situmorang, 2024).

Mental and physical trauma experienced by adolescents can be caused by various forms of sexual violence that have befallen them. There are many forms of sexual violence, not only rape or domestic violence, but sexual violence also includes acts that degrade, humiliate, attack, and other actions against the body related to sexual desire, sexual desire, and reproductive functions carried out by force, against a person's will which causes that person to be unable to give consent in a free state, due to inequality in gender

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

relations which results in or can result in physical, psychological, sexual suffering or misery, economic, social, cultural, and political losses (Kurnia, Lisnawati, Veryudha, Nikmatul, Moidaliza, Desi, and Suminah, 2022).

In addition, Komnas Perempuan also divides forms of sexual violence into 15, namely, rape, forced pregnancy, sexual intimidation including threats or attempted rape, forced abortion, sexual harassment, forced contraception and sterilization, sexual exploitation, sexual torture, trafficking in women for sexual purposes, forced prostitution, sexualized traditional practices that harm or discriminate against women, sexual slavery, sexual control, including through discriminatory rules based on morality and religion, forced marriage, including custodial divorce (Sabrina, 2019). Of the fifteen forms of sexual violence, it cannot be said to be the final form of sexual violence because there is still the possibility of other forms of sexual violence that are not yet known. Not only does physical violence occur a lot but as technology develops non-physical violence has also become a frightening topic in life, especially for adolescent girls (Kurnia, Lisnawati, Veryudha, Nikmatul, Moidaliza, Desi, and Suminah, 2022).

Preventive efforts that can be made so that adolescents avoid sexual violence are to provide an understanding of sexual education. Providing an understanding of sex education to adolescents is very important so that they can protect themselves from sexual violence that can arise from the immediate environment. One way that can be done is through psychoeducation. Sex psychoeducation or sex education itself is an effort to transfer information about sex differences and sexual harassment (Sulistiyowati, 2018). This psychoeducation aims to increase adolescents' understanding of their bodies and how to protect themselves from sexual violence (Siswanti, 2024).

METHOD

The method used in this study is the Systematic Literature Review method with the PRISMA (Protocol Review Systematic and Meta-Analysis) model. Systematic Literature Review is a scientific study that focuses on specific questions and uses explicit scientific methods that have been determined to identify, select, assess, and summarize findings from similar studies. In principle, a Systematic Literature Review is a research method that summarizes the results of primary research to present more comprehensive and balanced facts (Handayani, 2017). The PRISMA method consists of 5 stages: 1) defining eligibility criteria, 2) determining information sources, 3) data selection, 4) data collection, and 5) data retrieval.

The databases used are Google Scholar and ResearchGate limited to the last 5 years from 2020 to 2024 and full-text articles. The article search process uses keywords that have been determined by the researcher. The keywords used were "Psychoeducation", "Sexual Violence", and "Adolescent". After searching for articles following the keywords, the analysis was carried out following the inclusion and exclusion criteria in this Systematic Literature Review. The inclusion criteria in this Systematic Literature Review are (1) interventions regarding psychoeducation, (2) related to sexual violence, (3) adolescent age (10-18 years), and (4) the last 5 years (2020 - 2024). Exclusion criteria in this Systematic Literature Review are related to age such as the age range of children (5-9 years) and adults (19 years and over). Then the articles used are adjusted to the inclusion and exclusion criteria, and the articles found will be selected according to the theme used. Appropriate articles are then analyzed and discussed based on the points set.

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

RESULT AND DISCUSSION

The initial literature search yielded 579 articles, of which 389 were obtained from Google Scholar and 190 from ReasearchGate. After reviewing the abstracts for relevance and suitability to the inclusion criteria, 7 articles were selected for full-text review.

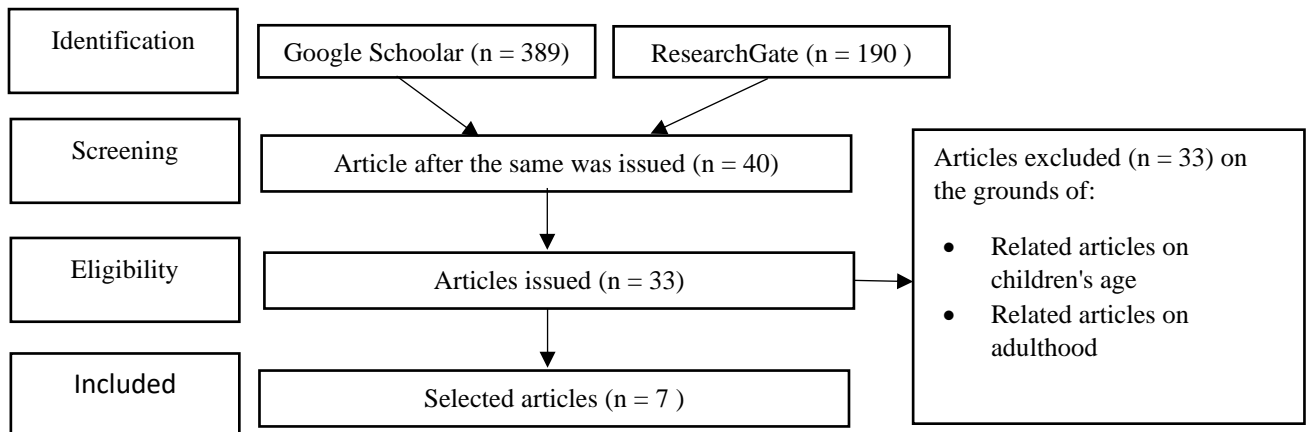


Figure 1: PRISMA flow diagram and article selection

Table 1. Benefits of psychoeducation intervention on sexual violence in adolescents

Author and Year	Benefits
(Lidiawati, Simanjuntak, and Dewi, 2020)	Psychoeducational interventions can help adolescents understand the concept of love, sex, and healthy dating. Providing material by the theme raised and then evaluated to provide information about sexual harassment to avoid sexual harassment and know what to do if a witness/victim of sexual harassment.
(Fridha and Haryanti, 2020)	The Comprehensive Sexuality Education conducted was considered successful to prevent sexual violence against students and increase participants' knowledge related to sexuality issues. students began to understand what they should be able to do so that they can avoid sexual violence, including the risks that will be accepted when they have sexual intercourse.
(Basaria and Setiawati, 2022)	The psychoeducational intervention using the seminar method showed that the knowledge about the sexuality of adolescents in the orphanage became more factual and accurate. In addition, the adolescents in the orphanage gained new knowledge about sexuality, namely relaxation techniques.
(Suhadianto and Ananta, 2023)	The psychoeducation program with the Student-Centered Learning (SCL) approach has been proven to be able to increase participants'

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

	understanding of what sexual violence is, causal factors, impacts, and strategies to avoid sexual violence. Psychoeducational activities need to be followed up with other activities such as guidance, counseling, and psychotherapy to help victims of sexual violence.
(Sari and Yuliono, 2023)	Psychoeducational interventions using seminars and short film review methods showed changes in cognitive, affective, and psychomotor levels regarding sexual violence along with efforts to prevent and handle cases in the surrounding environment.
(Mubina, 2023)	Based on the results of the psychoeducation on the prevention of sexual violence in Rawasari Village, Cilebar District, Karawang Regency, participants from the village gained a new understanding and knowledge about sexual violence. In addition, psychoeducation participants get steps that need to be taken to anticipate the occurrence of sexual violence including the role of parents as an encourager and good communication or closeness with children.
(Myn, Helminasari, and Arfan, 2024)	Psychoeducational interventions can provide knowledge about sexual harassment prevention in a simple and easy apply in everyday life and combat sexual harassment in the surrounding environment.

According to the Ministry of Education and Culture, sexual violence is an act that degrades, humiliates, harasses, and attacks a person's body and reproductive function as a result of an imbalance of power or gender, which can result in psychological and physical suffering. Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA), most victims of violence are teenagers. According to Suhadianto and Ananta (2023), perpetrators of sexual violence can be people who are still related to the victim (familial abuse) and can be other people who are not related to the victim (extra-familial abuse). For this reason, awareness of knowledge about violence, especially sexual violence, is important. However, in almost all regions of Indonesia sexual violence is a taboo subject to talk about, so information about preventing sexual violence, how to avoid sexual violence, and the impact of sexual violence is not generally socialized (Suhadianto and Ananta, 2023). Sexual knowledge and education is an important discussion needed by adolescents because the lack of knowledge about sexual education can cause adolescents to seek the wrong information (Fridha and Haryanti, 2020). In line with this, Safitri and Wicaksana (2020) stated that adolescents can get the wrong information such as myths about sex, pornographic VCDs, pornographic sites on the internet, and others will make children's understanding and perception of sex wrong.

One way that can be done to provide an understanding of sexual violence is through psychoeducation. Providing psychoeducation about sexual violence is the first step in preventing sexual violence and must be followed up through other activities (Suhadianto and Ananta, 2023). Psychoeducation is the provision of knowledge (direction) delivered by professionals who integrate and synergize between psychotherapy and educational interventions (Luknes et al in Pujiati, 2020). In line with the definition of

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

psychoeducation, Fridha and Haryanti (2020) argue that psychoeducation can provide information to help individuals overcome crises, and developmental problems, or prevent problems. With this psychoeducation, it is hoped that it can provide knowledge and understanding to individuals, especially adolescents, in preventing sexual violence, both adolescents as perpetrators and adolescents as victims. In psychoeducation, it is explained that the sexual violence behavior of adolescents in many cases is influenced by cultural norms and customs, sexual orientation and social control issues such as adult age limits in the view of the law (Mubina, 2023).

Psychoeducation activities aim to recognize various types of sexual harassment classifications. There are 4 classifications of sexual harassment and violence including verbal, nonverbal, visual, and physical. And the categories of sexual harassment and violence include 5 categories, namely: (1) Gender Harassment is a category of harassment in general forms such as demeaning, insulting, bullying or cyberbullying, intimidation and physically harming; (2) Seductive Behavior is a category of harassment in general forms such as seducing, flirting, offending, demeaning, humiliation; (3) Sexual Bribery is a category of harassment in the world of work in the form of offering the lure of rank, salary, position, promising compensation, guaranteeing security to the victim, inviting outside of working or school hours with negative intentions, requirements and benefits beyond the limits of reasonable rules; (4) Sexual Coercion is a category of types of sexual harassment in the public environment and in the work environment such as: offering tasks and jobs using subtle methods followed by verbal and non-verbal rudeness to the victim in a coercive manner, disturbing the victim by finding mistakes and errors, showing emotional anger towards the victim and threatening and intimidating the victim; and (5) Sexual Assault is a category of sexual harassment in the form of physical violence in general including: sexual intimidation & threats followed by physical sexual contact (Myn, Helminasari and Arfan, 2024).

From psychoeducational activities, adolescents benefit from various information or knowledge about sexual violence and increase the understanding of activity participants related to what sexual violence is, causal factors, impacts, and strategies to avoid sexual violence. Psychoeducational activities can be carried out using the Student-Centered Learning (SCL) approach by providing opportunities for participants to actively express their opinions and experiences directly. To accommodate participants with various learning modalities, psychoeducation uses media support, such as PowerPoint, LCD Projector, and Video (Suhadianto and Ananta, 2023). Psychoeducation activities can also be carried out by distributing digital flyers that are distributed through WhatsApp and Instagram social media. In addition, psychoeducation activities can also be carried out by dissecting short films (Sari and Yuliono, 2023). The provision of psychoeducation can also be combined with the provision of other interventions such as providing coping skills and relaxation techniques. The provision of this relaxation technique is as new knowledge about how to prevent falling into free sex (Basaria and Setiawati, 2022). In addition, psychoeducation can be carried out using lecture techniques, interactive dialogues, Focus Group Discussion techniques, and training (Safitri and Wicaksana, 2020).

The material presented in psychoeducation contains material on the understanding of sexual violence, the importance of sexual education, forms of sexual violence, types of sexual violence, the impact of sexual violence, and laws that regulate and protect victims of criminal acts in sexual violence (Sari and

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

Yuliono, 2023). Based on the intervention conducted by Basaria and Setiawati (2022), the materials presented include the definition of sexuality, an explanation of the anatomy of the body along with changes that occur in adolescence, types of sexually transmitted diseases, how to properly and correctly care for intimate organs, and how to prevent sexually transmitted diseases.

In the psychoeducation activity, the stages that will be carried out are: (1) Conduct a pretest to determine adolescents' understanding of materials related to sexual education; (2) Provide socialization about sexual education according to age level and understanding of forms of sexual violence; (3) Provide post-tests to measure adolescents' understanding after psychoeducation takes place; and (4) Understanding of sexual violence (Fridha and Haryanti, 2020). Therefore, the implementation of psychoeducation is important for adolescents to protect adolescents from sexual violence and have guidelines for living their sexual lives.

CONCLUSION

Providing psychoeducation has proven to be important to prevent sexual violence, especially in adolescents. Psychoeducation activities can be carried out by using the Student-Centered Learning (SCL) approach, distributing digital flyers through WhatsApp and Instagram social media, dissecting short films, using lecture techniques, interactive dialogue, Focus Group Discussion techniques, and training. The material presented in psychoeducation contains material on the understanding of sexual violence, the importance of sexual education, forms of sexual violence, types of sexual violence, the impact of sexual violence, and laws that regulate and protect victims of criminal acts in sexual violence. With this psychoeducation activity, adolescents can understand what things they should be able to do so that they can avoid sexual violence, including the risks that will be accepted when they have sexual intercourse.

The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

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The Importance Of Psychoeducation As An Effort To Prevent Sexual Violence In Adolescents

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