

ABSTRACT

Background: The increased incidence of Children Sexual Abuse (CSA) encourages the early prevention attempt because various effects of it can be harmful to the children's subsequent growth and development. Teacher needs knowledge and self-efficacy for the preventing CSA at school.

Objective: To analyze the effect of training on teacher's knowledge and efficacy in teaching prevention of sexual abuse among preschool children.

Method: This study employed a quasi-experimental design with pretest posttest with control group. The sample of research consisted of 40 children: 20 in experiment and 20 in control groups. The instrument of knowledge consisted of 16 valid and reliable items. Meanwhile, instrument of efficacy consisted of 20 valid and reliable items. Experiment group received training treatment for 8 hours, while the control one received leaflet entitled "Children are capable of taking care of themselves". Control group received training after posttest data collection was carried out. Data analysis based on independent t test and paired t test for parametric data and Mann Whitney and Wilcoxon for non parametric data.

The Result: Considering an analysis using the paired t test and Wilcoxon showed that p-value less than 0.05, which means there is a significant difference between the control and experimental groups after a given intervention. The experimental group increased knowledge of 71.4% and 44.2% efficacy after a given training

Conclusion: Training has benefits in increased teacher's knowledge and efficacy in teaching prevention of sexual abuse among preschool children.

Keywords: knowledge, efficacy, teacher, prevention of Sexual Abuse among Children.

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