

## **Empowering Children Through Sexual Education: A Community Service Initiative in West Pancoran, South Jakarta**

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**Abstract:** *Early childhood is a critical period for building awareness of personal boundaries and body autonomy, yet sexual education at the elementary level remains limited and often overlooked. Janakara Mengabdi community service initiative focused on introducing age-appropriate sexual education to students at SDN 07 and SDN 08 Pancoran Pagi. The program centered on the development and distribution of the illustrated storybook Jaka & Nara Tumbuh Dewasa, accompanied by baseline surveys, interactive storytelling sessions, and book donation. Results indicated a high completion rate of activities and positive engagement from students. The baseline data reinforced the need for early education on personal boundaries and body awareness, aligning with current research that shows significant increases in children's knowledge following structured educational interventions. Although the program demonstrated initial success, further steps such as ISBN registration and a sustainability plan for the storybook's future use remain areas for development. The findings emphasize the role of creative educational tools in empowering children, preventing abuse, and fostering community awareness around child safety and health development.*

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## **Introduction**

Child sexual violence remains a critical yet underemphasized issue in Indonesia. According to Indonesia's Child Protection Law No. 23 of 2002, a child is any person under the age of 18, including those still in the womb. Based on the data from Indonesian Child Protection Commission or *Komisi Perlindungan Anak Indonesia* (KPAI), as of October 2023, there were 1,478 reported cases of violence against children, with sexual violence being the most frequent type at 615 cases. By the end of 2023, KPAI recorded a significant increase to 3,000 cases of sexual violence against children. These figures only represent the reported cases, while many others remain unreported, primarily because the perpetrators are often people close to the victims, such as family members, relatives, or neighbors (Putri, 2022).

Sexual violence against children poses severe physical, psychological, and social impacts. According to United Nations Children's Fund (UNICEF) and World Health Organization (WHO), such acts range from inappropriate touching, exposure to pornographic material, verbal harassment, to coercion into illegal sexual activities such as prostitution. The consequences for child victims can include prolonged trauma, depression, anxiety, difficulty in social interactions, and in severe cases, tendencies to replicate abusive behaviors in adulthood.

One effective preventive measure is the implementation of early-age sexual education (sexed) programs. Sex education for children involves efforts to teach and raise awareness about sexual matters in contextual and age-appropriate manner. In elementary schools, typically 7-12 years old, children are in the concrete operational stage (Piaget), making them more receptive to structured and concrete information (Putri, 2022). During this stage, which is also characterized as the latent stage of psychosexual development, children may experience increased curiosity about sexuality despite a general suppression of sexual instincts. By providing accurate information and supportive learning environments, sexual education can nurture a generation that understands, upholds, and advocates for personal safety and mutual respect (Bloor et al., 2022, Mayunita et al., 2024). This approach is not merely a preventative measure, but a vital investment in the well-being and resilience of future generations.

Despite its benefits, sex education remains a sensitive and often taboo topic in Indonesian society. This sensitivity is compounded by the lack of structured integration of sex education into the curriculum, especially at the elementary level, where teachers often contribute minimally due to discomfort or lack of training (Hirasti, 2024; Rasyid, 2007). Misconceptions persist that early exposure to sex education could lead to increased deviant behavior, although no research supports this assumption. On the contrary, early sexual education can help children identify and protect themselves from inappropriate behavior, recognize body autonomy, and foster courage to report if they experience or witness sexual harassment. By introducing topics like body autonomy, safe and unsafe touch, and recognizing inappropriate behavior, children are better equipped to avoid various forms of abuse, including fondling, coercion, and exposure to pornographic material, which are among the most reported types of child sexual violence in Indonesia (Putri, 2022; Yuwono, 2018).

Recognizing this issue, our community service project titled "Janakara Mengabdi", aimed to address this gap by developing and disseminating child-friendly sexual education materials for elementary students in West Pancoran, South Jakarta. The initiative was driven by findings that 77% of surveyed students in two public elementary schools, SDN Pancoran 07 and SDN Pancoran 08 Pagi, had limited understanding of key concepts in preventing abuse, such as bodily autonomy, consent, and safe touch. This initiative aligns with research by Mayunita et al. (2024), that emphasizes the effectiveness of sexual education in improving children's understanding of violence and personal boundaries. This study found that there is a significant increase in knowledge among school children regarding the prevention of sexual

violence, bullying, and cybercrime after receiving education on these topics.

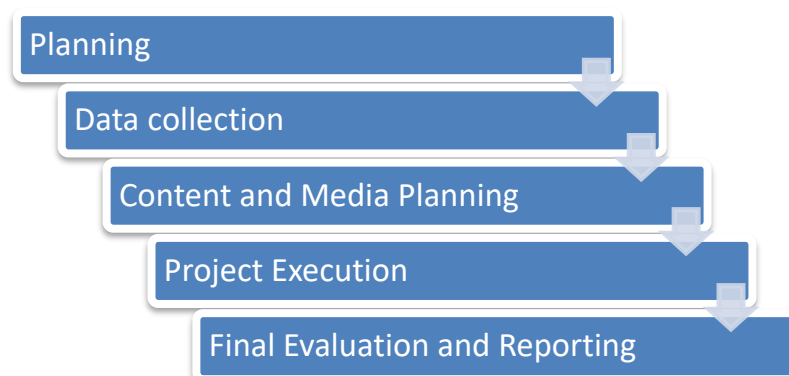
Grounded in global frameworks like the Underwear Rules and WHO guidelines, the topic emphasized age-appropriate, contextually sensitive education to empower children without violating cultural norms. The program's design was informed by baseline surveys and teachers' consultations, which revealed both curiosity and discomfort among students regarding sexual topics. By adopting interactive methods and clear, non-stigmatizing language (e.g., using anatomically correct terms such as vagina and penis), the project aimed to foster open dialogues while equipping children with skills to identify and report abuse. Ultimately, this project aligns with broader societal objectives:

1. Increasing students' awareness and knowledge about sexuality by conducting open discussions and introducing books as the learning media.
2. Developing students' responsible behavior by encouraging critical thinking about sexual education topics.
3. Increasing students' self-esteem and confidence in their body image through learning about body and sexuality

The following section details the community service methodology, result, discussion, conclusion, and acknowledgements.

## Community Service Methodology

The primary beneficiaries of this community service program were 5<sup>th</sup> and 6<sup>th</sup> grade students, with active participation from teachers and school staff. The program aimed to introduce age-appropriate sex education using an illustration book, "Jaka & Nara Tumbuh Dewasa". The methodology applied in this community service activity is outlined in Figure 1 below:



*Figure 1. Community Service Activity Flowchart*

The methodology diagram illustrates the sequential process of the community service project, starting with project planning, followed by data collection, content and media planning,

project execution, and concluding with final evaluation and reporting.

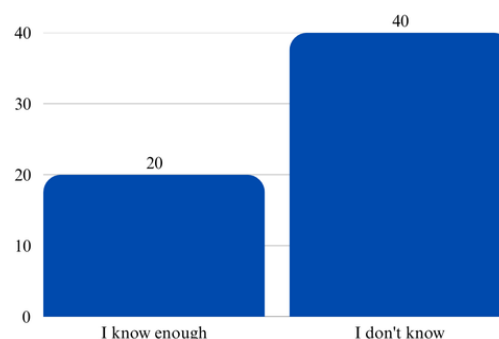
#### A) Planning

The Janakara Mengabdi community service activity took place from February 19 to June 13, 2024. The project began with a planning stage, where we defined the concept, program, timeline, and budget allocation through an iterative approach. This involved conducting thorough research on sexual education topics and cases in Indonesia, as well as identifying the most suitable learning media for delivering material to elementary school children.

#### B) Data Collection

An initial field survey was conducted in SDN Pancoran 07 and SDN Pancoran 08 Pagi on March 14-15, 2024, to observe the available school facilities (e.g., classrooms, microphones, and projectors), assess students' knowledge, and gather insights from teachers regarding sex education topic appropriate for 10–12-year-old children. This stage involved informal discussions, observations, and collecting input to support the development of the storybook's content and delivery methods for the program. Data was collected through a paper-based survey distributed to students. The following summarizes the key question of the results:

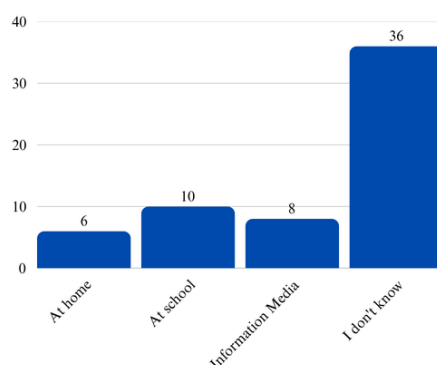
- Open-ended question 1: “What do you know about sexual education?”



*Figure 2. Open-ended Question 1 Result*

As shown in Figure 2, in response to the question, the results indicated that 20 students (33%) had some understanding of sexual education, while 40 students (67%) answered to have no prior knowledge. This data supports the hypothesis of limited awareness of sex education among elementary school children.

- Open-ended question 2: “Where and how did you find out about the topic of sexual education?”



*Figure 3. Open-ended Question 3 Result*

According to Figure 3, the follow-up question revealed that sources such as home, school, and media (books, social media, internet) were mentioned by students who claimed to have prior knowledge. However, the majority responded with “don’t know,” reflecting their lack of exposure to the topic.

The data collection involving 60 students aged 9-13 years revealed that most participants lacked knowledge about sex education. Nonetheless, some demonstrated awareness of appropriate attitudes when faced with situations involving potential sexual misconduct. The results provided valuable benchmarks for designing relevant and effective educational materials.

### C) Book Production

According to research by Pratiwi et al. (2023), the most appropriate methods for introducing the theme of sexuality are, first, through songs, second, through storytelling, third, through question-and-answer sessions. Based on these findings, the program decided to incorporate these activities during school visits to provide comprehensive material on the topic. The research also highlighted several urgent themes that should be taught in sexual education, including protection of sensitive body areas, religious norms for the opposite sex, genital health, cultivate respect and protect the privacy of others, genital references and their functions.

Following the data collection and a review of the research, the team developed the storyline and discussion materials for an illustrated storybook. Storybooks were selected as the primary medium due to their effectiveness in delivering sensitive topics to children in an engaging and age-appropriate manner.

The storybook covers topics such as puberty, personal hygiene, and setting personal boundaries. The draft was reviewed by psychologists and subsequently evaluated by three external reviewers. Some designs of the final pages of the book as shown in the Figures below:





Figure 4. Example of the Final Designs from "Jaka & Nara Tumbuh Dewasa" Book

The final version of “Jaka and Nara Tumbuh Dewasa” consists of 15 colorful pages, written in Bahasa Indonesia. As illustrated in Figure 4, the topics covered include puberty, body hygiene, physical changes, and respect for personal boundaries. Additionally, the book dedicates a page to distinguishing between safe and unsafe touch, as well as providing guidance on how to respond to sexual harassment. The book received positive feedback, particularly for its straightforward language and relevant content. A total of 35 copies were printed by an external publisher and distributed to the reviewers, the university library, and 10 copies each for two partner schools.

#### D) Project Execution

On May 29 and 31, 2024, the project execution was conducted, involving 72 students from SDN Pancoran 07 and SDN Pancoran 08 Pagi. The table detail the rundown of the project execution day:

Table 1. Project Execution Rundown

Time	Activity
06:45	Arrived at school
6:45 – 06:55	Coordination with teacher and school staff
06:55 – 07:30	Preparation and equipment set up
07:30 – 07:35	Opening
07:35 – 07:50	Ice breaking games
07:50 – 08:10	Book socialization and storytelling session
08:10 – 08:15	Group division
08:15 – 08:45	Group discussion and QnA session

08:45 – 09:00	Quiz
09:00 – 09:15	Awarding
09:15 – 09:25	Feedback collection
09:25 – 09:30	Closing
09:30 – 09:40	Photo session
09:40 – 10:30	Evaluation with teacher and book donation

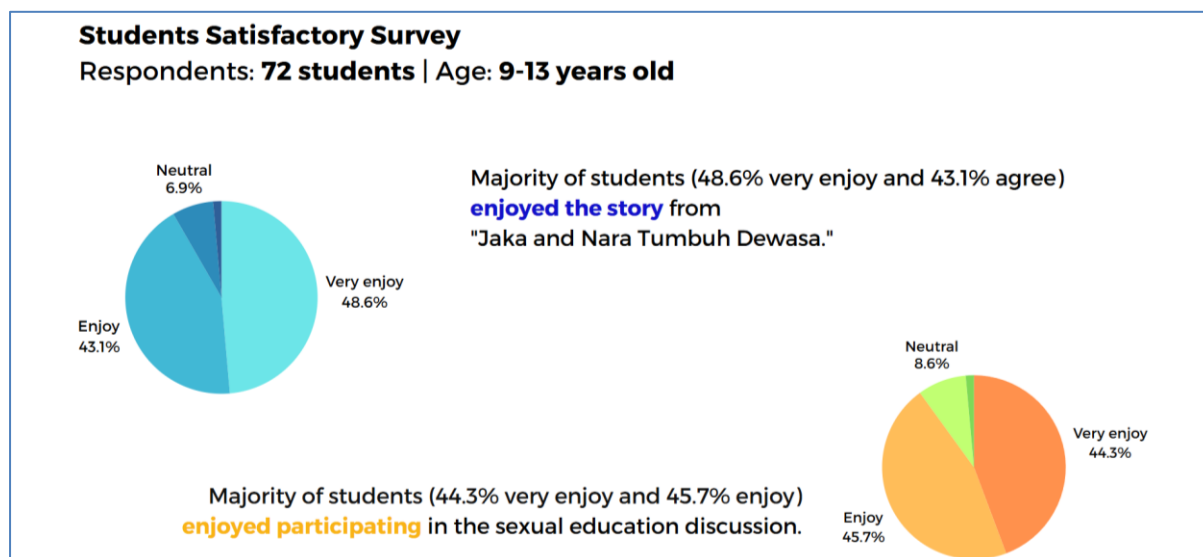
As listed in Table 1, the project execution included several activities:

- Book socialization and interactive session: Introducing the storybook and engaging students through interactive games, quiz, story telling sessions, and group discussions.
- Feedback collection: Distributing feedback forms to students and teachers to evaluate program material, comprehension, and engagement.
- Book donation: Providing the storybooks to the schools as sustainable learning resources.

Throughout the sessions, the students and teachers were actively involved in providing input, participating in activities, and sharing feedback. Through engaging storytelling and discussions, the program encouraged children to ask questions and speak up, empowering them to express boundaries and build self-confidence.

#### E) Final Evaluation and Reporting

Upon completion of the program, the team analyzed the collected feedback to measure the program's impact. Figure 5 below illustrated the result of the Student Satisfactory Survey.



*Figure 5. Students Satisfactory Survey Result*

A total of 72 student responses were gathered, showing that 48.6% of students reported

that they “very enjoyed” the storybook reading sessions, while 43.1% stated they “enjoyed” it. In the discussion sessions, 44.3% “very enjoyed” participating, and 45.7% “enjoyed” the experience. Teachers also expressed satisfaction with the program and welcomed the storybook donation as a sustainable learning resource. Additionally, the budget realization report and project sustainability plan were presented to the program funders.

## Result

The Janakara Mengabdi community service was conducted from February to June 2024. As a preliminary step before school visits, we published the digital version of the story book through the Gumroad platform to extend access to a broader audience. Since its release, the book has been downloaded more than 200 times and has received encouraging feedback, especially regarding its approachable narrative and engaging illustrations. This positive response suggests a growing public interest in accessible sexual education materials for children.

The final stage of the community service was executed on two separates days: May 29 and May 31, 2024, at SDN Pancoran 07 and SDN Pancoran 08 Pagi. In total, 72 students participated in the sessions across both schools. The events included a series of interactive activities, from storytelling and group discussion to quizzes and book donations.



*Figure 6. Story Telling Session*

Figure 6 captures the storytelling session, which successfully engaged the students and fostered better understanding of the book’s themes. Facilitators delivered the story interactively, sparking curiosity and interest among the children.



*Figure 7. Group Discussion Session*

The students were divided into smaller groups of 6-7 participants to encourage open dialogue and make the discussion feel more personal. As shown in Figure 8, this setup allowed students to freely express their thoughts and ask questions on sensitive topics like puberty and personal boundaries. The students' enthusiastic participation made the session highly interactive and insightful.

The events concluded with a photo session involving facilitators, students, and school staff as shown in Figure 8 and Figure 9.



*Figure 8. Documentation at SDN Pancoran 07*



*Figure 9. Documentation at SDN Pancoran 08 Pagi*

The execution day was closed with informal discussion about the reading corner in the classroom and the school's library. Both schools expressed appreciation for the inclusive and student-centered approach of the program. They also expressed hope for similar initiatives in the future, where the program involves not only students but also teachers, parents, and local communities to extend the impact and reach a wider audience.

## Discussion

The community service program officially began in February 2024 and was completed by May 2024 at SDN Pancoran 07 and SDN Pancoran 08 Pagi.

*Tabel 2. Series of Community Service Activities*

Community Service Activity	Status
Initial survey	Achieved
Story book development	Achieved
Book creation and review	Achieved
Book production	Achieved
School visit	Achieved
Book donation	Achieved

The implementation details are summarized in Table 2, which shows that all planned activities were accomplished with a 100% completion rate. Activities such as the initial survey, story book development, book creation and review, book production, school visit, and book donation were successfully executed both online and offline.

The baseline survey reaffirmed the limited understanding of sexual education among elementary school students, highlighting the critical need for structured, age-appropriate educational programs on the topic. This finding aligns with existing literature, which suggests that early introduction to body awareness and personal boundaries can help reduce misconceptions and vulnerability to abuse. According to Wahyuni et al. (2023), preventive education should include explicit information about body autonomy, delivered in ways that are comprehensible and acceptable for young audiences. This is especially important that many parents mistakenly assume that sex education equates to teaching intercourse, rather than providing essential knowledge for safety and well-being (Hirasti, 2024).

The storytelling and interactive discussions not only increased student engagement but also provided a safe space for them to express curiosity about sensitive topics. These methods aligned with recommendations by Afiati et al. (2023), who advocate for interactive, play-based learning such as songs, visuals, and games to overcome social taboos and improve retention in

early learners. Moreover, by enabling students to use correct terminology for their sexual organs, the program helped reduce stigma and empowered children with accurate vocabulary, which is vital in recording and reporting abuse (Hirasti, 2024).

The digital distribution of the storybook via Gumroad broadened the program's impact, with over 200 downloads recorded within a short period. This result demonstrates a significant public interest in accessible, culturally appropriate sexual education resources.

Although this initiative has shown promising outcomes, “Jaka & Nara Tumbuh Dewasa” has not yet implemented a sustainability plan or been registered for an ISBN. This limits the book’s potential for wider distribution, as the absence of an ISBN reduces its content credibility and formal publication status, even though it has been reviewed. As a result, no clear sustainability plan for the book’s future distribution or more donations have been established.

## **Conclusion**

The Janakara Mengabdi project at SDN Pancoran 07 and SDN Pancoran 08 Pagi, South Jakarta, demonstrates the potential of community service initiatives in addressing critical societal issues such as sexual violence against children. By providing sexual education to 72 elementary students, donating more than 20 books, and organizing activities that combined story telling sessions, discussions, and games, this project successfully empowered children to recognize and protect themselves from potential threats. The success of the project highlights the importance of collaboration between universities, schools, and experts in tackling complex social challenges.

Future efforts should focus on expanding this initiative to other regions, not only to public schools, but also to private institutions, organizations, and communities with similar values and goals. In addition, it is recommended to provide sexual education workshops not only for students but also for parents and teachers as key adult figures in children's environments. The book should be officially registered for an ISBN and developed into an English version. With adequate funding and institutional support, projects similar to Janakara Mengabdi can be scaled up to reach more children and contribute to a safer, better-informed, and more empowered society.

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