

Validation of the Early Childhood Affective Ability and Behavior Questionnaire on Self-Protection from Suspicious Touches

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Abstract

Victims of sexual violence are predominantly children. This is due to a lack of understanding of the boundaries of "appropriate touch" on the body. An age- and culturally-appropriate measurement tool is needed to support their self-protection education efforts. This tool will assess children's readiness to identify and respond to suspicious touch. The purpose of this study was to design and test a questionnaire that serves as a measure of knowledge, affective and psychomotor expressions of children aged 5 to 8 years. This questionnaire is also useful as a medium for educating children to avoid sexual violence. This study used an exploratory mixed-method design. Content validity was assessed by three experts, face validity was assessed through observation of 13 children. Item-total correlation analysis and Cronbach's Alpha were used to assess reliability and empirical validity on 62 students from three schools. Results showed that all 28 items were valid by experts (I-CVI and S-CVI/Ave=1.00), and all had r values greater than 0.246. Cronbach's Alpha values were highly reliable for the self-protection section (0.983) and the expression of affection section (0.974). Therefore, this questionnaire can be used by parents, health workers, and teachers, to measure and educate children to prevent sexual violence.

Keywords: *Child Sexual Education, Early Childhood, Self-Protection, Reliability, Validity*

INTRODUCTION

Children aged 5-8 years are at the pre-operational to concrete operational stage of cognitive development, where their understanding of abstract concepts such as "inappropriate touching" is still limited but beginning to develop. Their lack of knowledge

about body anatomy, inappropriate touching, and self-protection methods all contribute to their vulnerability to sexual violence. In situations like these, learning how to protect oneself becomes very important. This requires developmentally and culturally appropriate

measurement tools to assess children's readiness to identify and respond to suspicious touch. Despite their cognitive and communication limitations, they have the potential to identify and respond to situations that endanger their bodies (Vives-barceló, 2025) (Yusuf et al., 2023).

Bloom's framework in the cognitive, affective, and psychomotor domains is an important basis for developing a comprehensive instrument. Knowledge (cognitive) about personal body parts, attitudes (affective) towards uncomfortable situations, and action responses (psychomotor) to suspicious touches are important aspects that children must have in an effort to protect themselves (Wulandari et al., 2020).

Bandura emphasizes the importance of observation and social experience in shaping behavior (Wahyudin & Perceka, 2019). In this context, sexual violence prevention education not only instills knowledge but also shapes children's beliefs that they are able to say "no" and report uncomfortable events to trusted adults. A study conducted in 2019 showed that the perceived self-efficacy of parents, especially fathers, influenced their involvement in child sexual abuse prevention education (Nasrudin et al., 2025). Based on this, the author hopes that this instrument can be used by people closest to children such as parents, caregivers and teachers (Campbell, 2019).

Based on the above explanation, the purpose of this study was to create and validate an instrument in the form of a questionnaire that can measure the knowledge, opinions, and affective expressions of children aged 5 to 8 years about self-protection from suspicious touch (Vives-barceló, 2025). Due to their cognitive and communication limitations, young children (5-8 years old) are particularly vulnerable to sexual violence (Vives-barceló, 2025). These limitations allow them to identify and respond to situations that harm their bodies. Child sexual abuse is now a major problem worldwide. A WHO (2020) report states that one in four girls and one in thirteen boys experience sexual abuse before the age of 18. UNESCO also emphasized in 2018 that age-appropriate comprehensive sexuality education can significantly lower the risk of sexual violence and improve children's self-protection capabilities (van der Burgt et al., 2024) (Vives-barceló, 2025) (Marques., 2019).

Cases of violence against children in Indonesia continue to increase. Data collected by the Ministry of Women's Empowerment and Child Protection in Indonesia shows that 11,278 cases of violence against children occurred throughout 2022, with more than 50% of them being sexual violence. Due to underreporting due to fear, shame, and children's lack of understanding of the type of violence they experienced, this figure is considered to be far below the actual number (KomnasPerempuan,

2025) (Setiawan, 2023).

In West Java there have been almost 400 cases of violence against women in 2024. If the average is 400 cases per year, there should be less than 3200 cases in 8 years. But it turns out that in 8 years starting from 2017 there has been a surge in cases almost 3 times, namely 8,413 cases. This indicates that cases of sexual violence continue to increase (DPPPAKB, 2025). Information from Komnas Perempuan is different, in 2023 recorded cases of violence against women were high in West Java, reaching almost 52 thousand cases. (KomnasPerempuan, 2024).

Garut is a district with high data on violence against women in West Java. Reports from the UPTD Dinas Pengendalian Penduduk, Keluarga Berencana, Pemberdayaan Perempuan dan Perlindungan Anak (DPPKBPPPA) during April 2025 there were 54 women who were victims of sexual violence. Of this number, more than 85% (46 people) were child victims. Data for 2023 shows a 200% increase over the previous year (KomnasPerempuan, 2024). This case of child sexual abuse occurred at the age of 5-18 years. The phenomenon that occurred and has been reported by the mass media in April is the sexual harassment committed by unscrupulous teachers that occurred in the tourist attraction area of Garut Regency. This confirms that Garut is not immune from this serious problem, and preventive interventions must be carried out from an early age. Efforts have been

made by Garut Regency to tackle this problem by campaigning "Sadar Cegah Kekerasan Perempuan". This activity involved the National Commission on Violence Against Women (DPPKBPPPA, 2025).

Self-protection education in children not only emphasizes aspects of knowledge about personal body parts, but also includes the development of assertive attitudes, healthy expressions of affection, and the ability of children to report suspicious actions (Streuer et al., 2021) (Williams, 2023). To support these educational interventions, a valid and reliable assessment instrument is needed to measure aspects of children's knowledge, attitudes and behavior towards self-protection.

Unfortunately, until now there are no standardized and empirically tested instruments available in the Indonesian cultural context, especially for early childhood (van der Burgt et al., 2024).

This study aims to develop and test the validity and reliability of a questionnaire designed to measure the affective and behavioral abilities of children aged 5-8 years related to self-protection from suspicious touch. It is hoped that this instrument can be an effective tool in screening, evaluating child sexual education programs, and developing strategies to prevent sexual violence from an early age.

METHODE

This research uses an exploratory

sequential mixed methods design, which is a sequential qualitative and quantitative approach. The initial stage explored the content and appearance of the questionnaire through expert validation and qualitative child comprehension tests, followed by quantitative instrument validity and reliability tests through pilot tests (Karsa Husada Garut et al., 2024).

The research subjects were children aged 5-8 years enrolled in kindergartens and elementary schools in Garut District, West Java. The study was conducted at four Muslim Cendikia PAUD sites (13 children) for cognitive interviews. The total number of children involved in the quantitative trial was 62, namely Prima Insani elementary school (16 children), SD Muhammadiyah 5 Garut (20 children) and SD Garut Islamic School (26 children), the samples were selected by purposive sampling by considering the children's willingness and readiness.

The development of the questionnaire was carried out in four stages, firstly the preparation of an initial draft, based on the principles of child self-protection and affective expression, referring to child development theory and safe touch education standards. Second, content validity by 3 experts (child psychologist, early childhood education expert, and midwifery lecturer) using a 4-point scale to assess relevance, clarity, and age appropriateness. Item Content Validity Index (I-CVI) and Scale-CVI/Average (S-CVI/Ave) were

calculated according to Lynn's (1986) method (M.R.Lynn, 1986). Face validity and cognitive interviewing were first conducted with 5 children at PAUD Muslim Cendikia to test their understanding of each item. Then after revision, it was conducted again to 8 students based on the observation results. The quantitative pilot test was conducted on 62 children from three other educational institutions. The research instrument consists of three parts, namely child identity, knowledge and attitudes about the body and self-protection (16 items) and expression of social affection (12 items). The answer format uses multiple choice and 5-point Likert scale with emoticons to facilitate early childhood understanding. The data analysis technique starts from content validity analyzed. using the Item Content Validity Index (I-CVI) and S-CVI/Ave. Face validity was analyzed descriptively through cognitive interviews. Empirical validity was tested using Corrected Item-Total Correlation, with a validity limit of $r > 0.246$ ($N = 62$, $\alpha = 0.05$). Internal reliability was tested using Cronbach's Alpha, with categories >0.9 = very high, $0.7-0.9$ = high, and <0.7 = low.

RESULT AND DISCUSSION

Results of Content Validity

Content validation was conducted by three experts by assessing 28 questionnaire items (16 self-protection items and 12 expression of affection items) based on three aspects:

relevance, language clarity, and age appropriateness. All items obtained an I-CVI score of 1.00 and an S-CVI/Average score of 1.00, indicating that all items were considered highly relevant and appropriate for children aged 5-8 years according to Lynn's (1986) standards (M.R.Lynn, 1986). These findings are in line with previous studies that emphasize the importance of age- and culture-based measurement tools in child sexual protection education in Indonesia. (Wulandari et al., 2020).

Some comments from the experts include, firstly, the use of explicit phrases (e.g. "grabbing the chest, buttocks or genitals") is considered necessary for the purpose of self-protection education, but should still be accompanied in its use. Secondly, some items on expressions of affection were adapted to local cultural norms and were considered to support the strengthening of children's affective aspects.

Results of Face Validity

The comprehension test was conducted through cognitive interviews with 5 children at PAUD Muslim Cendikia. The results showed that some children had difficulty understanding some abstract terms. After revising the language to be simpler and using visuals (emoticons), children's understanding improved. A retest was conducted with 8 children, and most were able to understand the questions better although they still needed teacher assistance when filling them out.

Results of Empirical Validity Test

Empirical validity is calculated using the Corrected Item-Total Correlation on 62 respondents. The validity criterion is $r > 0.246$. For the "knowledge and attitudes about the body" section, 16 items were tested and all were declared valid with r ranging from 0.810 to 0.950. For the "expression of social affection" section, 12 items were tested and all were valid with r ranging from 0.589 to 0.934. All items were found to be statistically valid.

Results of Reliability Test

The results of the reliability test showed that the questionnaire had a very high internal consistency. Knowledge and attitude about the body: Cronbach's Alpha = 0.983. Expression of social affection: Cronbach's Alpha = 0.974.

The results showed that the developed questionnaire has excellent validity and reliability to measure children's ability to protect themselves from suspicious touch. Content validity showed that all items were rated as relevant and appropriate by experts. This indicates that the constructs measured are in accordance with the dimensions of self-protection and affective expression in early childhood. High empirical validity, indicated by an inter-item correlation value > 0.246 , shows that each item has a strong relationship with the total score and measures the same aspect consistently.

The very high Cronbach's Alpha values on both parts of the questionnaire (0.983 and

0.974) indicate that the instrument has excellent internal consistency. This finding is in line with the principle of scale development according to DeVellis (2016), that an alpha value >0.9 signifies very high reliability. In addition, the use of cognitive approach in face validity testing reinforces that the instrument is not only theoretically valid, but also understood by children as the main respondents. This supports Kenny's (2009) findings that self-protection education packaged with simple language and visual media is more effectively received by early childhood.

Previous research suggests that the effectiveness of prevention programs that rely on individual approaches such as questionnaires is more limited than community-based approaches that involve families and schools systemically. So from this study it will be suggested that the involvement of parents, caregivers and teachers is closely related to the success of sexual health education for the prevention of sexual violence (Lehn & Chahboun, 2025) (Mendenhall et al., 2024).

This study also complements a previous study that developed a similar measurement tool

for children in Taiwan, but focused more on the cognitive domain and did not test the validity of affective and psychomotor responses. Thus, the main contribution of this study is on multidomain coverage and local validation in the Indonesian cultural context, which has been very limited in the literature. (Mersky & Janczewski, 2018).

The main strength of the instrument is the use of age-appropriate language and visual emoticons to bridge children's cognitive limitations. In addition, the validation process involving various experts and the qualitative-quantitative mixed method strengthened the validity of the results. Nevertheless, this study has some limitations. further construct validity tests such as Exploratory Factor Analysis (EFA) have not been conducted. This study has not produced the impact of the instrument on increasing knowledge, so this study is not in line with previous research which resulted in a child sexual abuse prevention program significantly increasing the knowledge of participants. (Ferragut et al., 2023).

Table 1. Item Content Validity Index (I-CVI) Results and Expert Comments for 28 Items

No	Item	Expert			I-CVI	Recomendation
	About the Body	1	2	3		
1	List body parts that should not be touched	4	4	4	1,00	

2	Intentionally touching your chest, butt or genitals for no reason.	3	3	3	1,00	Explicit but necessary phrases for self-protection education.
3	Forcing kisses, hugging you, and telling you to take your clothes off.	3	3	3	1,00	It is necessary to recognize explicit sexual violence.
4	You grabbed someone else's butt chest or genitals	3	3	3	1,00	Teaches boundaries & responsibility.
5	Taking pictures of you with no clothes on	3	3	3	1,00	It is important to educate on the risks of digital exploitation.
6	You should not watch movies that show people hugging or undressing.	3	3	4	1,00	Relevant, but contextualized; needs to be accompanied.
7	You are invited to watch movies of people dating, hugging and exposing breasts or genitals	3	3	3	1,00	Similar to point 6, clarity of context is needed.
8	People give gifts and then invite you to undress, expose your chest or genitals and hug.	3	3	3	1,00	Explicit examples of grooming; important to watch out for.
9	Someone takes you to a quiet place and tells you to undress, expose your chest or genitals and hug you.	3	3	3	1,00	Representation of sexual manipulation; valid.
10	Peeping at you while changing clothes	3	3	3	1,00	Teach body privacy.
11	People touch you on the chest, buttocks or genitals and you can't talk to anyone.	3	3	3	1,00	Teach children that games can be misused.
12	People compliment you then grab you by the chest, ass or genitals.	3	3	3	1,00	Recognize compliments as manipulation.
13	Body parts covered by clothing should not be touched by others.	3	3	3	1,00	The basic principle sentence of "personal zone".
14	Say "No!" to people who touch your chest, buttocks or genitals	3	3	3	1,00	The assertive response is very appropriate.
15	If anyone is going to grab my chest, ass or genitals I must immediately run and shout	3	3	3	1,00	Basic safety strategy.
16	Reporting the person grabbing the chest, buttocks or genitals to parents or older siblings or family	3	3	3	1,00	The essence of sexual violence prevention.
About expressions of affection						

1	Greet and greet others politely when met.	3	3	3	1,00	Local culture, good manners.
2	Encouraging when someone is sad	3	3	3	1,00	Emotional empathy.
3	Say sorry	3	3	3	1,00	Basic social skills.
4	Forgiving others	3	3	3	1,00	Respect each other.
5	Helping when others need help or are in trouble	3	3	3	1,00	Social care.
6	Ask others for help	3	3	3	1,00	Affirm that it is okay to ask for help.
7	Share toys or food with friends when playing together.	3	3	4	1,00	The value of mutual cooperation.
8	Respect elders by greeting or saluting them politely.	3	3	4	1,00	Local social norms.
9	Loving little siblings or friends by helping or playing together	3	3	4	1,00	A healthy form of love.
10	No fighting	3	3	3	1,00	Positive social rules.
11	Ask permission from parents, brothers or sisters when leaving the house	3	3	3	1,00	Responsibility & safety.
12	Show affection to parents in a kind way, such as hugging or helping them.	3	3	4	1,00	Warm family culture.

Table 2. Validity Test Results of Knowledge and Attitudes about the Body and Expressions of Affection

No	Body Knowledge and Attitudes				Expressions of Affection			
	Kode Item	Corrected Item-Total Correlation	r tabel	Validitas	Kode Item	Corrected Item-Total Correlation	r tabel	Validitas
1	Q1	0,810	0,246	Valid	Q1	0.868	0,246	Valid
2	Q2	0,944	0,246	Valid	Q2	0.927	0,246	Valid
3	Q3	0,949	0,246	Valid	Q3	0.896	0,246	Valid
4	Q4	0,943	0,246	Valid	Q4	0.925	0,246	Valid
5	Q5	0,935	0,246	Valid	Q5	0.913	0,246	Valid
6	Q6	0,950	0,246	Valid	Q6	0.900	0,246	Valid
7	Q7	0,949	0,246	Valid	Q7	0.890	0,246	Valid
8	Q8	0,947	0,246	Valid	Q8	0.934	0,246	Valid
9	Q9	0,936	0,246	Valid	Q9	0.884	0,246	Valid

10	Q10	0,947	0,246	Valid	Q10	0.589	0,246	Valid
11	Q11	0,940	0,246	Valid	Q11	0.916	0,246	Valid
12	Q12	0,882	0,246	Valid	Q12	0.921	0,246	Valid
13	Q13	0,824	0,246	Valid				
14	Q14	0,825	0,246	Valid				
15	Q15	0,811	0,246	Valid				
16	Q16	0,863	0,246	Valid				

CONCLUSIONS

This study successfully developed a valid and reliable questionnaire to measure the knowledge, attitudes and affective expressions of 5 untill 8 year old children in the context of self-protection from suspicious touching. All items tested proved to be content and empirically valid, and showed very high internal consistency. This suggests that the instrument is feasible to use as an initial assessment tool in early childhood sexual violence education and prevention efforts.

This instrument can be used by teachers, parents, and child health and psychology practitioners as a screening tool and teaching material in age-appropriate sexual education activities. The visual format and simple language in the questionnaire allows children to understand self-protection messages more effectively.

In the future, further research is recommended to test construct validity using exploratory factor analysis, expand the number and diversity of participants, and strengthen the theoretical basis for item development by referring to the literature or proven child

protection models.

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