



The Effectiveness of Family Communication in Preventing Sexual Violence in Early Childhood

Siti Nur'aeni*, **Alfi Fauzia Hakim****, **Nur Rakhmanto Heryana*****, **Anti Restiani Febrianti******, **Salma Nurul Hikmah Aulia*******

**Corresponding author; Faculty of Social, Universitas Bhakti Kencana, Bandung, Indonesia*
Email: siti.nuraeni@bku.ac.id

***Faculty of Social, Universitas Bhakti Kencana, Bandung, Indonesia*
Email: alfi.fauziah@bku.ac.id

****Faculty of Social, Universitas Bhakti Kencana, Bandung, Indonesia*
Email: nur.rakhmanto@bku.ac.id

*****Faculty of Social, Universitas Bhakti Kencana, Bandung, Indonesia*
Email: 201fs01002@bku.ac.id

******Faculty of Social, Universitas Bhakti Kencana, Bandung, Indonesia*
Email: 211fs01004@bku.ac.id

Article Info

Article history:

Received: 1st February, 2026

Accepted: 24th April, 2026

Published: 1st July, 2026

DOI:

10.33102/jiccom.vol6no1.155

ABSTRACT

This study, entitled The Effectiveness of Family Communication in Preventing Sexual Violence in Early Childhood, is a derivative of the RIRN point 10.1 on socio-cultural development and strengthening, specifically within the theme of cultural research aimed at preventing and addressing the impacts of violence, radicalism, gender-based violence, and issues related to children, ethnicity, religion, and other identities, as well as efforts to enhance welfare and achievement. This research was conducted under the Beginner Lecturer Research (PDP) scheme. The study aims to identify family communication patterns practiced by parents and young children in Bandung City as a preventive effort against sexual violence in early childhood. Using a quantitative approach, this research employed the Paired Sample T-Test to examine differences within the same group across two measurements (pre-test and post-test). The findings reveal that family communication plays a significant role in enhancing parents' understanding of personal body parts and appropriate boundaries for early childhood. The increase in post-test scores compared to pre-test results indicates that structured and consistent communication

between parents and children is effective in strengthening awareness and prevention efforts against sexual violence. Overall, this study emphasizes the importance of strengthening family-based communication as a protective factor in early childhood development.

Keywords: *family communication; parents; sexual violence; child*

INTRODUCTION

Child sexual violence has become a major public health and social issue that raises significant concern among families, educators, and policymakers. The increasing occurrence of sexual abuse involving children has heightened parents' awareness of the importance of protecting their children from potential threats. Unfortunately, perpetrators are often individuals who are close to the child, including family members, relatives, teachers, or other trusted adults within the child's immediate environment (Handayani, 2017). The rapid development of digital technology has also increased children's exposure to inappropriate content through social media, online platforms, and digital games, making parental supervision increasingly important (Azzahra, 2020).

Child sexual violence is recognized as one of the most serious forms of violence because it causes long-term physical, psychological, emotional, and social consequences for victims (Handayani, 2017). Children who experience sexual abuse are at greater risk of developing trauma, anxiety, depression, low self-esteem, and behavioral problems that may persist into adulthood. These conditions emphasize the urgency of implementing preventive strategies involving families, schools, and communities.

Various factors contribute to the occurrence of sexual violence against children. Previous studies indicate that inadequate sexual education, children's limited understanding of body autonomy, weak parental supervision, and insufficient awareness of child protection increase children's vulnerability to sexual abuse (Delfina et al., 2021; Mutiara, 2023). Since children are naturally dependent on adults and often lack the ability to recognize abusive behaviors, preventive efforts should begin within the family environment.

Despite the growing number of child sexual abuse cases, discussions regarding sexuality remain culturally sensitive in Indonesia. Many parents still perceive sex education as a taboo topic and are reluctant to discuss it with their children because they fear it may encourage premature sexual behavior (Sugiasih, 2019). However, research has consistently shown that age-appropriate sexual education does not promote risky sexual behavior. Instead, it equips children with the knowledge and skills necessary to recognize unsafe situations, understand personal boundaries, and seek help when facing inappropriate behavior (Coleman & Charles, 2009; Rinta, 2015).

Early sexual education should therefore be introduced according to children's developmental stages. At an early age, children can be taught about body parts, personal

hygiene, privacy, and the concept of body ownership using language appropriate to their cognitive development. As children become increasingly curious about gender differences and bodily functions, parents should respond openly and honestly with explanations that are suitable for their age (Azzahra, 2020; Ismiulya et al., 2022; Febriagivary, 2021).

Beyond sexual education, effective family communication plays a central role in protecting children from sexual violence. The family serves as the primary social environment where children develop values, attitudes, and behaviors (Sabarua & Mornene, 2020). Previous studies have shown that interpersonal communication between parents and children strengthens emotional attachment, openness, and mutual trust, thereby encouraging children to express uncomfortable experiences and reducing the risk of violence (Rinawati & Fardiah, 2016). Consequently, effective communication contributes significantly to children's emotional security and their willingness to disclose sensitive issues.

Parents play an essential role in recognizing signs of abuse and creating a safe environment where children feel comfortable expressing their concerns. Open discussions about body awareness, privacy, personal boundaries, and respectful relationships enable children to distinguish between appropriate and inappropriate behaviors. Such communication also encourages children to report incidents without fear or shame, thereby strengthening preventive efforts against sexual violence (Handayani, 2017).

Effective family communication is characterized by openness, honesty, trust, acceptance, empathy, and mutual support (Rahmah, 2018). Families who regularly spend quality time together tend to establish stronger emotional bonds, making communication more flexible and meaningful. These positive interactions encourage children to communicate openly with their parents and facilitate early identification of potential risks (Rofingah & Mahpur, 2018; Utami et al., 2021).

Interpersonal communication within the family also contributes substantially to children's character development. Honest and supportive communication established from early childhood fosters children's self-confidence, emotional resilience, and positive social behavior (Handayani, 2016). Furthermore, positive communication patterns between parents and children have been associated with healthier psychosocial development and stronger parent-child relationships (Rohma et al., 2017).

Although previous studies have highlighted the importance of sexual education and family communication separately, limited research has specifically examined how the effectiveness of family communication contributes to preventing sexual violence among young children in the Indonesian context. Most existing studies focus primarily on sexual education or parenting practices without exploring communication as the central preventive mechanism. Therefore, this study aims to analyze the effectiveness

of family communication in preventing sexual violence among early childhood children. The findings are expected to provide empirical evidence for strengthening family-based communication strategies as an essential component of child sexual violence prevention.

LITERATURE REVIEW

Family Communication in Early Childhood Development

Family communication is widely recognized as a fundamental element shaping children's emotional and behavioral development. Research shows that children's thoughts, values, and behaviors are strongly influenced by their family environment (Manukily et al., 2016). High-quality communication between parents and children fosters emotional warmth, trust, openness, and a sense of security (Rofingah & Mahpur, 2018). According to Rahmah (2018), communication patterns within a family significantly contribute to the formation of a child's personality, as children learn norms and values through daily interactions. Sabarua and Mornene (2020) further explain that consistent communication builds closeness and strengthens parent-child relationships, enabling children to express concerns safely and confidently. These findings underline the centrality of family communication as a foundation of healthy child development.

Sex Education and the Prevention of Sexual Violence

Sex education remains taboo in many Indonesian households, limiting parents' ability to educate children about bodily autonomy (Delfina et al., 2021). Yet, scholars consistently highlight that early childhood sex education is crucial in preventing sexual violence. Azzahra (2020) stresses that understanding private body parts is the first and most important step in helping children recognize appropriate and inappropriate touch. Research by Ismiulya et al. (2022) also emphasizes that early education on body boundaries and privacy increases children's awareness of risky situations. Rinta (2015) shows that early sexual education reduces the likelihood of negative early sexual behaviors, while Mutiara (2023) finds that sexual education programs effectively prevent sexual harassment in rural communities. Coleman and Charles (2009) note that children aged 2–15 are particularly vulnerable to sexual exploitation, highlighting the urgent need for systematic early education.

Role of Parents in Promoting Child Safety Through Communication

Parents serve as primary protectors in preventing sexual violence through continuous communication and guidance. Handayani (2017) explains that interpersonal communication between parents and children is essential in teaching safety boundaries, helping children recognize and escape unsafe situations. Rohma, Marijono, and Indrianti

(2017) underline that effective parental communication has a direct impact on children's emotional and social maturity. Sugiasih (2019) further reveals that mothers play a decisive role in early sexual education by helping children aged 3–5 recognize private body parts and appropriate boundaries. Research by Rinawati and Fardiah (2016) demonstrates that interpersonal communication significantly contributes to violence prevention, strengthening the argument that communication is both emotionally nurturing and protective. Together, these studies affirm that parental involvement and communication directly reduce children's vulnerability to sexual abuse.

Family Communication as a Protective and Preventive Factor

Multiple studies identify family communication as a major protective factor against sexual violence and other risks in early childhood. Utami et al. (2021) find that quality time between parents and children strengthens trust and facilitates conversations about sensitive issues, including sexuality. Laswell's communication principles—openness and honesty—cited in Rofingah and Mahpur (2018), emphasize that transparent communication helps children develop moral judgment and recognize danger signs. Handayani (2016) asserts that interpersonal communication practices contribute to character formation, reinforcing the role of communication as a long-term developmental investment. Although communication interventions may not yield immediate significant changes, consistent and continuous communication is shown to have lasting protective effects. Collectively, the literature suggests that effective family communication plays an essential preventive role in sexual violence against young children.

RESEARCH METHODOLOGY

This study employed a quantitative pre-experimental design using a one-group pretest–posttest approach. A quantitative approach was selected because the study aimed to examine the effectiveness of a parenting education intervention on improving family communication in preventing sexual violence among early childhood children. The effectiveness of the intervention was measured by comparing participants' responses before and after the educational program using standardized research instruments (Jaya, 2020; Sugiyono, 2020).

The one-group pretest–posttest design enables researchers to measure changes that occur after an intervention by administering the same instrument before (pretest) and after (posttest) the educational program. This design is widely used to evaluate the effectiveness of educational interventions when only one group of participants is available (Jaya, 2020).

The study was conducted at PAUD Lebah Madu, Indonesia. The target population consisted of 36 parents whose children were enrolled in the institution. The researchers

applied a total sampling technique by inviting all parents in the population to participate in the parenting education program (Sugiyono, 2020).

Although all parents were invited, only 15 parents attended the parenting education session and completed both the pretest and posttest questionnaires. Therefore, the final data analysis was conducted using responses from these 15 participants who fulfilled all stages of the research procedure.

The independent variable (X) was family communication, which refers to communication patterns between parents and children that emphasize openness, honesty, trust, acceptance, empathy, and supportive interactions. The measurement indicators were adapted from the interpersonal communication framework proposed by Rinawati and Fardiah (2016) and supported by the family communication concepts described by Rahmah (2018).

The dependent variable (Y) was the prevention of sexual violence against early childhood children. The measurement indicators were developed based on the West Java Pocket Book Against Violence and the framework proposed by Handayani (2017). The indicators include parents' understanding of body safety education, communication regarding private body parts, supervision of children's daily activities, awareness of potential risks, and preventive actions to protect children from sexual violence.

Data were collected using structured questionnaires administered before and after the educational intervention. All questionnaire items employed a Likert scale to measure respondents' perceptions regarding family communication and sexual violence prevention.

The study was conducted in four stages. First, participants completed the pretest questionnaire to measure their initial understanding of family communication and sexual violence prevention. Second, participants attended a parenting education session delivered by the researchers. The educational program focused on the importance of effective family communication, age-appropriate sexual education, recognizing signs of sexual abuse, and strategies for preventing sexual violence in early childhood.

Following the intervention, participants were given an interval of approximately two weeks to implement the knowledge they had acquired within their family environment. Finally, participants completed the posttest questionnaire using the same instrument administered during the pretest. The comparison of pretest and posttest scores was used to determine the effectiveness of the parenting education program.

The collected data were analyzed using the paired-samples t-test with JASP statistical software. The paired-samples t-test is an appropriate statistical procedure for comparing two related measurements obtained from the same participants before and after an intervention (Riyanto & Hatmawan, 2020).

The analysis aimed to determine whether there was a statistically significant difference between participants' pretest and posttest scores after receiving parenting education. An increase in posttest scores would indicate that the intervention effectively improved parents' family communication regarding the prevention of sexual violence among early childhood children.

FINDINGS AND DISCUSSION

Research Results

Research data obtained from pre-test and post-test questionnaires distributed to research respondents. Then data processing was carried out with statistics, namely the paired sample T-Test, and the following results were obtained:

Table 1: Hypothesis Test Table

Paired Samples T-Test

Measure 1	Measure 2	t	Df	p
Pretest	- Posttest	-1.543	14	0.145

Note. Student's t-test.

Based on the hypothesis test in table 1, a P score of 0.145 ($P > 0.05$) was obtained. This means that there is no significant difference in sexual violence prevention variables between before education and after education. Because the difference is said to be significant if $P < 0.05$. Descriptively can be seen in table 2 below:

Table 2: Descriptive Hypothesis Test Table

Indicator	Mean		Description
	Before	After	
Pretest	38.4	41.067	Increased 2.667

From table 2 above, it can be seen that the pre-test and post-test test results increased by 2.667 points. This means that there is an influence on the prevention of sexual violence in early childhood as a whole after being given education by researchers.

Table 3: Table Test for Each Indicator

Paired Samples T-Test				
Measure 1	Measure 2	t	df	p
Y1_Pre	- Y1_Post	-2.048	14	0.060
Y2_Pre	- Y2_Post	-2.358	14	0.033
Y3_Pre	- Y3_Post	-0.193	14	0.849
Y4_Pre	- Y4_Post	-1.000	14	0.334
Y5_Pre	- Y5_Post	-0.459	14	0.653
Y6_Pre	- Y6_Post	-0.333	14	0.744
Y7_Pre	- Y7_Post	-1.146	14	0.271

Note. Student's t-test.

Based on the table above, a paired sample t-test was conducted, to see the difference in each indicator before education and after education, with the following results:

1. Indicator Y1 obtained a P score of 0.060 ($P > 0.05$). This means that there is no significant difference in the indicator of Knowing body parts between before education and after education. (Criteria: Significant when $P < 0.05$)
2. Indicator Y2 obtained a P score of 0.033 ($P < 0.05$). This means that there is a significant difference in the indicator of Understanding private body parts between before education and after education. (Criteria: Significant when $P < 0.05$)
3. Indicator Y3 obtained a P score of 0.849 ($P > 0.05$). This means that there is no significant difference in the indicator of Understanding body boundaries between before education and after education. (Criteria: Significant when $P < 0.05$)
4. Indicator Y4 obtained a P score of 0.334 ($P > 0.05$). This means that there is no significant difference in the indicator of instilling a culture of shame between before education and after education. (Criteria: Significant when $P < 0.05$)
5. Indicator Y5 obtained a P score of 0.653 ($P > 0.05$). This means that there is no significant difference in the indicator No one should take photos of private parts between before education and after education. (Criteria: Significant when $P < 0.05$)
6. Indicator Y6 obtained a P score of 0.744 ($P > 0.05$). This means that there is no significant difference in the Get out of scary situations indicator between before education and after education. (Criteria: Significant when $P < 0.05$)
7. Indicator Y7 obtained a P score of 0.271 ($P > 0.05$). This means that there is no significant difference in the indicator Create children's trust in parents between before education and after education. (Criteria: Significant when $P < 0.05$).

From these results, descriptively can be seen in the table below.

Table 4: Descriptive Test Table of Each Indicator

Indicator	Mean		Description
	Before	After	
Recognizing body parts	6.133	6.867	Increased
Understanding personal body parts	3	3.6	Increased
Understand body boundaries	6.467	6.533	Increased
Instill a culture of shame	6.533	6.933	Increased
No one should take photos of private parts	3.133	3.267	Increased
Get out of scary situations	6.667	6.8	Increased
Create children's trust in parents	6.467	7.067	Increased

Referring to the table above, it can be seen that all indicators of variable Y, prevention of sexual violence in early childhood, increased after the education was provided, although most of them were not significant. Only Y2 indicator (understanding of private body parts) has increased significantly. It implies that information about private body parts is the focus and attention of respondents as parents, and is strongly remembered by children.

Discussion

The findings of this study indicate that the parenting education program contributed to an overall improvement in parents' understanding of sexual violence prevention among early childhood children after receiving education on the role of family communication. Although posttest scores were generally higher than pretest scores, the paired-samples t-test revealed that the overall improvement was not statistically significant. These findings indicate that the intervention produced only modest improvements in participants' knowledge and preventive behaviors. However, among all measured indicators, Indicator Y2 (understanding private body parts) demonstrated a statistically significant increase. This finding suggests that parents more readily understood and applied educational materials related to children's private body parts than other aspects of sexual violence prevention.

Understanding private body parts is fundamental in helping children recognize appropriate and inappropriate physical contact. Children should be introduced to the concepts of safe touch, confusing touch, and unsafe touch according to their developmental stage. Safe touch generally refers to physical contact intended to express care or affection, while confusing touch may cause discomfort or uncertainty. Unsafe touch involves contact with private body areas, including the chest, buttocks, and genital area, which should not be touched by others except under specific circumstances, such as medical examinations conducted with parental supervision (Handayani, 2017).

The significant improvement in parents' understanding of private body parts is likely associated with the family communication intervention, which emphasized open and age-appropriate discussions about body ownership, personal boundaries, and body safety. Effective communication between parents and children enables children to understand which parts of their bodies are private and encourages them to communicate openly when they experience uncomfortable or inappropriate situations (Rinawati & Fardiah, 2016; Handayani, 2017). Consequently, strengthening family communication may contribute to improving parents' ability to provide early sexual education and support children's capacity to protect themselves from sexual violence.

These findings are consistent with the study conducted by Nur'aeni (2022), which demonstrated that persuasive communication plays a strategic role in increasing public awareness and encouraging preventive actions against violence. The study emphasized that effective communication not only facilitates knowledge transfer but also promotes behavioral change and active participation in protecting women and children from violence.

The present findings are further supported by Nur'aeni et al. (2026), who demonstrated that persuasive communication integrated with digital technology effectively improved participants' knowledge and awareness through structured educational interventions. Although the previous study focused on the early detection of students' mental health, both studies highlight that persuasive communication serves as an effective educational strategy for improving knowledge, encouraging behavioral change, and strengthening preventive actions among target populations.

Similarly, Nur'aeni et al. (2025) reported that interactive educational campaigns addressing the Three Major Educational Sins—bullying, intolerance, and sexual violence—successfully increased participants' awareness and promoted positive behavioral changes toward creating a child-friendly educational environment. Their study emphasized that collaborative efforts involving parents, teachers, educational institutions, and the wider community are essential for strengthening violence prevention. These findings reinforce the present study by suggesting that family communication should not function independently but should be integrated with broader educational initiatives and community-based child protection programs.

Overall, the parenting education intervention did not produce statistically significant improvements across all dimensions of sexual violence prevention among parents of early childhood children. One possible explanation is that the intervention period, which lasted only two weeks, may not have provided sufficient time for parents to consistently implement effective family communication practices in their daily interactions with their children. Previous studies have suggested that strengthening communication patterns within families requires continuous practice, reinforcement, and sustained parental engagement to produce meaningful behavioral changes (Rahmah,

2018; Rofingah & Mahpur, 2018). Nevertheless, the intervention resulted in a statistically significant improvement in parents' understanding of children's private body parts (Indicator Y2), suggesting that this fundamental concept is more readily understood and communicated within the family. Therefore, although the overall effectiveness of the intervention was limited, the findings demonstrate the potential of family communication as a preventive strategy for reducing the risk of sexual violence among early childhood children. Future interventions involving longer implementation periods, repeated parenting education sessions, and continuous parental engagement may produce more substantial improvements in family communication and child protection practices.

CONCLUSION AND IMPLICATIONS

Based on the results of data processing and discussion, the conclusion of this study is that the role of family communication is quite effective in increasing children's understanding of private body parts in early childhood.

Based on the discussion that has been carried out and the conclusions obtained, the researchers try to provide the following suggestions:

1. For research subjects, it is necessary to deepen material related to family communication and family resilience so that understanding of the material can be implemented in everyday life.
2. For future researchers, to conduct a population study with a larger sample, to get a richer picture such as linking to the characteristics of the subject or demographic data.
3. Further research is recommended to further explore the understanding of the material felt by the research subjects.
4. Further research can be carried out on research subjects in married couples, so that it will be richer in terms of understanding the perceptions of each individual.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the Direktorat Riset dan Pengabdian Kepada Masyarakat (DRPM), Universitas Bhakti Kencana, for the internal research grant that funded this study, and to the Fakultas Sosial, Universitas Bhakti Kencana, for its institutional support and cooperation throughout the research process.

AUTHOR(S) CONTRIBUTION

Siti Nur'aeni (Conceptualization, Methodology, Writing – Original Draft, Supervision)

Alfi Fauzia Hakim (Data Curation, Formal Analysis, Writing – Review & Editing)

Nur Rakhmanto Heryana (Investigation, Resources, Writing – Review & Editing)

Anti Restiani Febrianti (Methodology, Formal Analysis, Validation)

Salma Nurul Hikmah Aulia (Data Curation, Investigation, Writing – Review & Editing).

CONFLICT OF INTEREST

The authors declare no conflict of interest related to this study.

ETHICS STATEMENT

This study was conducted in accordance with accepted ethical standards for research involving human participants. Informed consent was obtained from all participants (and/or their parents or legal guardians, given the early childhood context of the study) prior to data collection, and the confidentiality and anonymity of all participants were strictly maintained throughout the research process.

REFERENCES

- Azzahra, Q. M. (2020). Pendidikan seksual anak usia dini: "My bodies belong to me." *Early Childhood: Jurnal Pendidikan*, 4(1), 77–86. <https://doi.org/10.35568/earlychildhood.v4i1.736>
- Coleman, H., & Charles, G. (2009). Sexual development and behavior in children: Information for parents and caregivers. *National Child Traumatic Stress Network*. <https://www.nctsn.org/resources/sexual-development-and-behavior-children-information-parents-and-caregivers>
- Delfina, R., Saleha, N., Sardaniah, S., & Nurlaili, N. (2021). Hubungan pengetahuan tentang seksual dengan antisipasi terhadap risiko kekerasan seksual pada remaja. *Jurnal Keperawatan 'Aisyiyah*, 8(1), 69–75. <https://doi.org/10.33867/jka.v8i1.244>
- Febriagivary, A. H. (2021). Mengenalkan pendidikan seksualitas untuk anak usia dini melalui metode bernyanyi. *CARE: Children Advisory Research and Education Journal*, 8(2), 11–20. <http://e-journal.unipma.ac.id/index.php/JPAUD>
- Handayani, M. (2016). Peran komunikasi antarpribadi dalam keluarga untuk menumbuhkan karakter anak usia dini. *JIV: Jurnal Ilmiah Visi*, 11(1), 57–64. <https://doi.org/10.21009/jiv.1101.8>
- Handayani, M. (2017). Prevention of sexual violence cases in children through interpersonal communication between parents and children. *Jurnal Ilmiah VISI PGTK PAUD dan DIKMAS*, 12(1), 67–80. <https://doi.org/10.21009/JIV.1201.7>
- Ismiulya, F., Diana, R. R., Na'imah, Nurhayati, S., Sari, N., & Nurma. (2022). Analisis pengenalan edukasi seks pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4276–4286. <https://doi.org/10.31004/obsesi.v6i5.2582>
- Jaya, I. M. L. M. (2020). *Metode penelitian kuantitatif dan kualitatif: Teori, penerapan, dan riset nyata*. Anak Hebat Indonesia.
- Manukily, A. D., Pantow, J., & Tulung, L. E. (2016). Peran komunikasi keluarga dalam mencegah tindak kekerasan anak di lingkungan masyarakat Kelurahan Klabala Kota Sorong. *Acta Diurna*, 5.
- Mutiara, Y. (2023). Pendidikan seksual dini sebagai upaya mencegah pelecehan seksual anak di pedesaan. *Al-Jayyid: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 23–34.
- Nur'aeni, S. (2022). Strategi komunikasi persuasi dalam pencegahan kekerasan

- terhadap perempuan dan anak: Studi kasus Netty Prasetyani dalam pencegahan dan penanganan kekerasan terhadap perempuan dan anak di Jawa Barat. *Journal of Qualitative Health Research & Case Studies Reports*, 2(2), 49–53. <https://doi.org/10.56922/quilt.v2i2.264>
- Nur'aeni, S., Hakim, A. F., Ermilda, Alyan, W. L., Hasnita, R. N., & Nurfauijah, S. (2025). Mewujudkan sekolah ramah anak: Studi kasus program Kampanye 3 Dosa Besar Pendidikan Kampus Mengajar. *Didaktika: Jurnal Kependidikan*, 14(1), 1429–1438. <https://doi.org/10.58230/27454312.1769>
- Nur'aeni, S., et al. (2026). Development of persuasive communication–based digital technology for the early detection of students' mental health. *MediaTor: Jurnal Komunikasi*, 19(1). <https://doi.org/10.29313/mediator.v19i1.9120>
- Rahmah, S. (2018). Pola komunikasi keluarga dalam pembentukan kepribadian anak. *Jurnal Alhadharah*, 17(33), 13–31. <https://doi.org/10.30653/001.202372.275>
- Rinawati, R., & Fardiah, D. (2016). Efektifitas komunikasi antarpribadi dalam mencegah tindak kekerasan terhadap anak. *Jurnal Penelitian Komunikasi*, 19(1), 29–40. <https://doi.org/10.20422/jpk.v19i1.49>
- Rinta, L. (2015). Pendidikan seksual dalam membentuk perilaku seksual positif pada remaja dan implikasinya terhadap ketahanan psikologi remaja. *Jurnal Ketahanan Nasional*, 21(3), 163–178. <https://doi.org/10.22146/jkn.15587>
- Riyanto, S., & Hatmawan, A. A. (2020). *Metode riset penelitian kuantitatif: Penelitian di bidang manajemen, teknik, pendidikan dan eksperimen*. Deepublish.
- Rofingah, N., & Mahpur, M. (2018). Efektifitas komunikasi berkualitas untuk meningkatkan kehangatan dalam pengasuhan pada orangtua sibuk bekerja di KB-TK IT Al-Hikmah. *Psikoislamika: Jurnal Psikologi dan Psikologi Islam*, 15(2), 12–20. <https://doi.org/10.18860/psi.v15i2.6739>
- Rohma, D. H., Marijono, & Indrianti, D. T. (2017). Hubungan antara pola komunikasi keluarga dengan perkembangan sosial emosional anak usia dini di PAUD Catleya 62 Kabupaten Jember. *Jurnal Pendidikan Luar Sekolah*, 1, 36–38.
- Sabarua, J. O., & Mornene, I. (2020). Komunikasi keluarga dalam membentuk karakter anak. *International Journal of Elementary Education*, 4(1), 82–89. <https://doi.org/10.23887/ijee.v4i1.24322>
- Sugiasih, I. (2019). Need assessment mengenai pemberian pendidikan seksual yang

dilakukan ibu untuk anak usia 3–5 tahun. *Jurnal Psikologi Proyeksi*, 6(1), 71–81.
<https://research.unissula.ac.id>

Sugiyono. (2020). Metode penelitian kuantitatif, kualitatif dan kombinasi (mixed methods) (Rev. ed.). Alfabeta.

Utami, S. F., Erningsih, & Yatim, Y. (2021). Quality time keluarga yang sibuk bekerja: Studi kasus keluarga petani di Nagari Tigo Jangko, Kabupaten Tanah Datar. *Jurnal Pendidikan Tambusai*, 5(2), 4830–4836.