

Prevention of Sexual Violence in Early Childhood Based on Parents' Educational Level

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Abstract

Sexual violence in early childhood represents a multifaceted and urgent issue that demands systematic attention within educational and familial domains. This study aims to map the scholarly landscape concerning sex education, parental roles, and sexual violence, with a specific focus on how parental educational levels influence early childhood prevention efforts. Using a bibliometric analysis approach, data were extracted from 996 journal articles published between 2020 and 2022 through Publish or Perish software and subsequently analyzed using VOS Viewer. The analysis identified key thematic clusters, with parental education, school, and sex education emerging as the most frequently discussed topics. The results reveal a significant research gap in linking sex education with variables such as disability, child age, and socio-demographic factors. Furthermore, the findings underscore that sex education remains inadequately integrated into early childhood development, with many parents and educators perceiving the topic as taboo. This insufficient exposure contributes to children's vulnerability to sexual violence. The study highlights the necessity for more research exploring educators' and parents' roles in sex education, especially in relation to educational attainment. It calls for interdisciplinary collaboration to enhance sex education strategies and foster a culture of openness and protection for children.

Keywords: *bibliometric analysis, parental education, sex education, early childhood, sexual violence*

INTRODUCTION

Sexual violence against children has emerged as a persistent and urgent issue, warranting serious attention from educators, researchers, and policymakers. The complexity of this phenomenon lies not only in its psychological and physical consequences but also in its prevalence within intimate social circles (Sing'oei et al., 2023). According to Komnas Perempuan, 955 cases of sexual violence were recorded in 2020, including violence within families, personal relationships, and the public sphere (Komnas Perempuan, 2021). The situation worsened in 2022, with 2,436 reported cases of sexual abuse involving children (Widyastuti, 2016; HUMAS, Perempuan and Anak, 2022). This alarming trend suggests a

widespread crisis that affects children across all demographics and geographies. Sexual violence manifests in various forms—visual, verbal, physical, and digital—reflecting the multifaceted nature of abuse (Leite et al., 2023). Consequently, an academic inquiry into the root causes and prevention of such violence becomes essential to developing effective early intervention strategies that are sensitive to contextual and educational differences among families.

Various studies have indicated that acts of sexual violence often occur through digital media and cyberspace, making technology a fertile ground for child grooming and exploitation (Syafira et al., no date; Li et al., 2023; Ostadtaghizadeh et al., 2023; Yount et al., 2023). This includes verbal harassment, sexual threats, and unsolicited exposure to sexual content (Fadillah, 2021). As children become more digitally connected, the risk of exposure to these forms of violence increases exponentially. Furthermore, the enactment of the Sexual Violence Law in May 2022 marked a milestone in acknowledging the severity of this crisis and establishing a legal framework to combat it (RI, 2022). Ironically, most perpetrators are people close to the victims—teachers, family members, or community leaders—who exploit trust and proximity (Tuliah, 2018). Children often endure this abuse in silence due to familial pressure or trauma, leading to unresolved psychological harm (Solehati et al., 2022). This structural vulnerability highlights the importance of education, particularly sex education, as a protective mechanism for early childhood development.

Despite the existence of legal frameworks and public awareness, sexual violence in early childhood remains inadequately addressed due to cultural taboos and gaps in sex education. Research has shown that children often lack a clear understanding of sexuality and boundaries, rendering them unable to identify or report abuse (Masitoh & Hidayat, 2020; Subrahmaniam Saitya, 2019). The psychological aftermath of abuse—ranging from post-traumatic stress disorder (Arcani & Ambarini, 2022) to social withdrawal and self-esteem issues (Tateki, 2017; Yussyanti, 2020)—underscores the urgency of preventive education. Yet, empirical studies focusing on the link between parental educational attainment and their role in preventing sexual violence remain limited. Although existing literature acknowledges the need for parental involvement (Kurniawan & Hidayati, 2017; Yuliani, Humsona, and Pranawa, 2019), few studies offer a bibliometric synthesis that maps the trajectory of research in this domain. This gap necessitates a systematic exploration of the relationship between parents' education levels and their capability to deliver effective sex education to children.

This study is grounded in the theoretical framework of gender socialization and preventive education, which emphasizes the critical role of early intervention in shaping attitudes toward sexuality and consent. The premise that children's knowledge of sexuality is mediated by parental education aligns with the theory that behavior and awareness are products of social learning and cultural capital (Camelia & Nirmala, 2016; Yusuf, 2020). Parental reluctance to discuss sex education is often influenced by sociocultural norms and a lack of communication strategies (Zakiyah, Prabandari, and Triratnawati, 2016; Nadar, 2017). As such, the educational level of parents plays a dual role—not only in knowledge transmission but also in modeling behavior and communication styles that promote child safety (Utami & Noorratri, 2021). Moreover, preventive efforts such as role-playing, storytelling, and peer discussions are more effective when guided by parents who are both informed and engaged (Handayani, 2017). The study thus adopts a bibliometric lens to examine how scholarly discussions have evolved in this field, revealing conceptual, empirical, and thematic gaps.

The objective of this research is to explore the landscape of academic discourse on sex education, parental education levels, and child sexual violence prevention through bibliometric analysis. It specifically investigates how parental educational background influences early childhood exposure to sex education, and in turn, its effectiveness in preventing sexual abuse. This study also aims to map patterns in recent research output from 2020 to 2022 to identify dominant themes, underexplored variables, and emerging opportunities for future studies. By utilizing bibliometric tools such as VOS Viewer and Publish or Perish, the study compiles data from 1,000 indexed journal articles sourced via Google Scholar. The findings are expected to highlight critical linkages between parent-child communication, awareness-building, and early education interventions. This research offers a unique contribution by combining gender-based inquiry with bibliometric methodology to address a multidimensional issue with widespread social and academic implications.

The central hypothesis guiding this study posits that higher parental educational levels correlate with more effective delivery of sex education, thereby reducing the likelihood of child sexual victimization. Supporting this hypothesis, studies have shown that educated parents are more likely to engage in open dialogue with their children and to recognize early signs of abuse (Ajeng et al., 2018; Aryani, Regar, and Paputungan, 2015). Conversely, a lack of knowledge or cultural constraints often inhibits parental involvement, especially among

less educated groups (Putra, 2018; Oktriyanto et al., 2021). Research by Ratnasari Risa Fitri and Alias M (2016) confirms the preventive impact of sex education in mitigating risks of early childhood sexual abuse, adolescent pregnancy, and sexually transmitted infections. Despite these findings, significant gaps remain in practical implementation, revealing an urgent need for collaborative interventions between families, educators, and health professionals (Solihin, 2015). The bibliometric analysis presented in this study seeks to validate these assumptions and expand the empirical base for policy and educational design.

This study contributes to the growing body of literature that emphasizes the importance of preventive strategies in addressing sexual violence against children. By situating parental educational level as a pivotal factor in early sex education, the research not only enriches theoretical understandings but also offers practical insights for policy development and community intervention. The bibliometric approach adopted here allows for a comprehensive mapping of global scholarly trends, thereby identifying knowledge gaps and emerging priorities. Future research should extend this investigation by incorporating longitudinal data and cross-cultural comparisons to better understand contextual variations in parental engagement. This study ultimately advocates for a paradigm shift—one that normalizes age-appropriate sex education within familial settings and equips parents with the knowledge and tools to safeguard their children's well-being.

DISCUSSION

Data Selection Strategy

The research step begins with a search for literature. Then, conducting a literature review and searching for literature review is devoted to journals based on data from Google Scholar. Researchers limited publication time between 2020 and 2022 with the keywords "sex education" and "parents".

Based on the search results of the keywords "sex education" and "parents," the following data was obtained. It is further analyzed through several stages. First, Google Scholar was chosen as the database used to search for articles. Second, enter the keyword sex education, parents in the Publish or Perish (PoP) software with a setting of 2020-2022 with a maximum number of results of 1000. Publish or Perish was popularized by Harzing's software for Microsoft Windows, which uses Google Scholar for data analysis. It uses metrics such as the number of publications, citations, h-index, etc, to evaluate the impact of an

academic's research (Hanifah, Abdillah, and Wachyudi, 2022). The pressure to publish can lead to a focus on quantity over quality and can also contribute to issues such as academic fraud and unethical behavior, as illustrated in Figure 1.

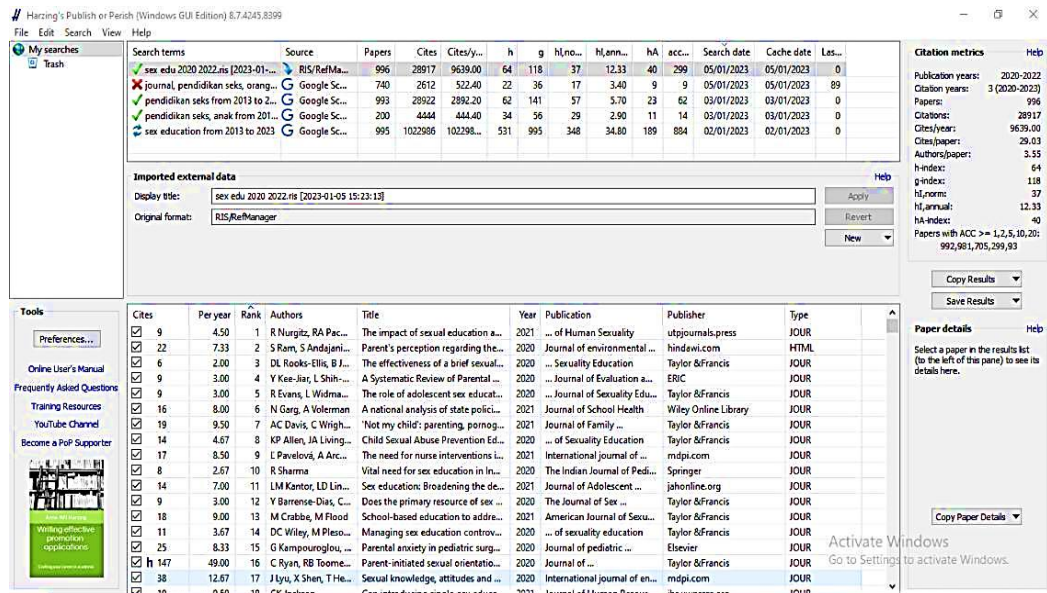


Figure 1. Search database Google Scholar

Based on Figure 1, the author searches for related journals using the keywords previously mentioned on Google Scholar. In this search the author limits the number of articles to a maximum of 1000 articles.

The search results can be seen in Figure 1 above, and then the citation metrics are obtained as in Figure 2 below. In Figure 2, the author describes in full through quantitative data.

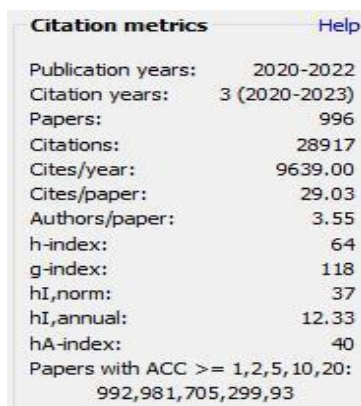


Figure 2. Citation Metrics

Furthermore, the search results above obtained 996 journal results that were by the topic of discussion. Then there are 28,917 citations, 9639.00 citations per year, 29.03 citations per article, 3.55 authors per article, with H-Index 64 and 118 for G-Index, 37 Individual H Index, 12.33 annual H Index, and 40 hA Index.

Analysis Tools

The results obtained through Figure 1 showed that the data was saved in CSV format is to be processed using Microsoft Excel and RIS format. The data can then only be processed so that a map of publication development and the relationship between variables can be found using VOS Viewer software. Loet Leydesdorff & Rafols (2012) states that VOS Viewer is a software that functions to classify and map data. There are three visualizations produced with this software, namely network visualization, overlay visualization, and density visualization. Network visualization is used to see the relationships and clusters formed related to keywords. Overlay visualization is used to identify the year in which the research was conducted. Density visualization is used to determine research themes that have been often researched and research themes that are still rarely studied. For more details, the author lists it in table form. Journal search results are then moved to Microsoft Excel for easy analysis. Researchers limited the analysis to GS Rank, Cites, Authors, Title, Cites per year, and Cites Per Author.

Table 1. Most Cited Papers

GS Rank	Cites	Authors	Title	Cites PerYear	Cites PerAuthor
1	9	R Nurgitz, RA Pacheco, CY Senn, ...	The impact of sexual education and socialization on sexual satisfaction, attitudes, and self-efficacy	4.50	2
2	22	S Ram, S Andajani, ...	Parent's perception regarding the delivery of sexual and reproductive health (SRH) education in secondary schools in Fiji: A qualitative study	7.33	7
3	6	DL Rooks- Ellis, B Jones, E Sulinski, ...	The effectiveness of a brief sexuality education intervention for parents of children with intellectual and developmental disabilities	2.00	2
4	9	Y Kee-Jiar, L Shih-Hui	A Systematic Review of Parental Attitude and Preferences towards Implementation of Sexuality Education.	3.00	5

5	9	R Evans, L Widman, K Goldey	The role of adolescent sex education in sexual satisfaction among LGB+ and heterosexual young adults	3.00	3
6	16	N Garg, A Volerman AC Davis, C Wright, M	A national analysis of state policies on lesbian, gay, bisexual, transgender, and questioning/queer inclusive sex Education 'Not my child': parenting, pornography, and views on education	8.00	8
7	19	Curtis, ME Hellard, ...		9.50	4
8	14	KP Allen, JA Livingston, ...	Child Sexual Abuse Prevention Education: A Qualitative Study of Teachers' Experiences Implementing the Second Step Child Protection Unit	4.67	5
9	17	E Pavelová, A Archalousová, Z Slezáková, ...	The need for nurse interventions in sex education in adolescents	8.50	4
10	8	The vital	Vital need for sex education in Indian youth and adolescents	2.67	8
11	14	LM Kantor, LD Lindberg, Y Tashkandi, ...	Sex education: Broadening the definition of relevant outcomes	7.00	4
12	9	Y Barrense- Dias, C Akre, JC Surís, ...	Does the primary resource of sex education matter? A Swiss national study	3.00	2
13	18	M Crabbe, M Flood	School-based education to address pornography's influence on young people: A proposed practice framework	9.00	9
14	11	DC Wiley, M Plesons, V Chandra-Mouli, ...	Managing sex education controversy deep in the heart of Texas: A case study of the North East Independent School District (NEISD)	3.67	3
15	25	G Kampouroglou, VS Velonaki, I Pavlopoulou, ...	Parental anxiety in pediatric surgery consultations: the role of health literacy and need for information	8.33	6

16	147	C Ryan, RB Toomey, RM Diaz, ...	Parent-initiated sexual orientation change efforts with LGBT adolescents: Implications for young adult mental health and adjustment	49.00	37
17	38	J Lyu, X Shen, T Hesketh	Sexual knowledge, attitudes, and behaviors among undergraduate students in China—implications for sex Education	12.67	13
18	19	CK Jackson	Can introducing single-sex education into low-performing schools improve academics, arrests, and teen motherhood?	9.50	19
19	12	AA Rogers, LM Padilla-Walker, ...	Development and testing of the parent- child sex communication inventory: A multidimensional assessment tool for parent and adolescent informants	12.00	4
20	156	ES Goldfarb, LD Lieberman	Three decades of research: The case for comprehensive sex education	78.00	78

As shown in Table 1, it can be understood that researchers determined the top 20 articles that are referenced based on Google Scholar rankings. The most cited papers are scholarly articles or studies that have received a large number of citations from other researchers in their field (Feijoo, *et al.*, 2014). These databases allow users to search for papers based on keywords, authors, or other criteria, and then sort the results by the number of citations. Then the results of the analysis of the 20 articles above found the top 10 themes or the most frequent keywords. For more details, the author lists in Table 2.

Most Frequent Keywords about Sex Education

Table 2. The Most Frequent Keywords about Sex Education

Term	Occurrences	Relevance Score
Parental education	103	0.8729
School	88	0.6085
Sex education	78	1.077
Race	59	12.299
Covid	54	15.049
Experience	47	0.5902
Parent education	46	0.8584
Adult	41	0.226
Attitude	41	0.7588

Support	39	0.337
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Through Table 2 listed above, the authors found that the word often appears with the theme of sex education and the level of parental education. Researchers limit it to 10 words, and it can be seen that the theme of parental education is the most frequently studied theme. From the table, the top 10 words are parents' education, school, sex education, race, COVID, experience, parent education, adult, attitude, and support..... Then to make it easier to understand the search data for words that often appear in these results, you can see in Figure 3, accompanied by the following colors.

Table 2, the most frequent keywords refer to the words or phrases that appear most often in a given set of text or documents. Identifying the most frequent keywords can be useful in understanding the main topics or themes that are being discussed in a particular body of work.

H-The index for articles on sex education is 37, with a total of 28,917 citations. The H-index is a measure of the performance of an author or scientific journal in a particular field of science. The H-index measures the number of articles published by an author that have at least as many references. Based on the search results, 996 journals were obtained that were in accordance with the topic of discussion. 9639.00 citations per year, 29.03 citations per article, 3.55 authors per article with H-Index 64 and 118 for G-Index, 12.33 annual H Index, and 40 hA Index.

Visualization Analysis

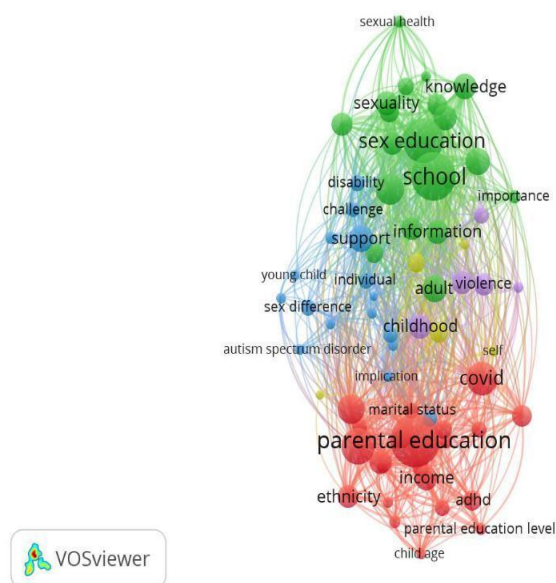


Figure 3. Network Visualization VOS Viewer

Based on Figure 3 above, the author maps it to make it easier to understand with colors. The results can be mapped into 5 clusters that research sex education and parental education. Cluster 1 is marked in red consists of 22 items, ADHD, anxiety, birth, child age, child sex covid, depression, ethnicity, exposure, family income, father, household income, marital status, maternal education, mental health, pandemic, parent education, parental education, parental education level, race, race ethnicity. Cluster 2 (green) consists of 20 items, i.e., adult, attitude, care, communication, community, comprehensive sexuality, experience, girl, health, importance, information, knowledge, person, school, sex education, sexual health, sexuality, sexuality education, teacher. Cluster 3 (blue) consists of 16 items, i.e., adverse childhood experience, autism, autism spectrum disorder, challenge, decade, disability, implication, individual, relation, sex difference, sexual minority, sexual orientation, single parent, social support, support, young child. Cluster 4 (yellow) consists of 5 Items, i.e., associated factor, meta-analysis, self, sexual behavior, and. Cluster 5 (purple) consists of 5 items, i.e., childhood, sexual abuse, sexual violence, violence, and woman.

Figure 3 indicates that the five visible colors appear. The colors that appear the most are red and green. In the green cluster, it can be seen that there are several keywords that are written bigger and thicker than other keywords, namely, Sex education and school. So it can be understood that two themes have been researched more than the other. Meanwhile, in the red cluster, the word parental education is printed thicker and bigger. It can be concluded that research related to parental education and sex education has been widely studied.

Although the red and green clusters are interrelated, research with the theme of sex education has not directly involved the variables of child age, parental education, income, father, child age, ethnicity, adverse childhood experience, single parents, ADHD, attitude, social support, and sexual orientation. This is known from the nets between these variables that are not connected to the theme of sex education, so that it can be understood that subsequent research between the variables above can be conducted as a research theme.

It can be concluded that the 2 keywords are often used in publications related to sex education and parent from 2020 to 2022 stored in Google Scholar, namely sex education and parental education.

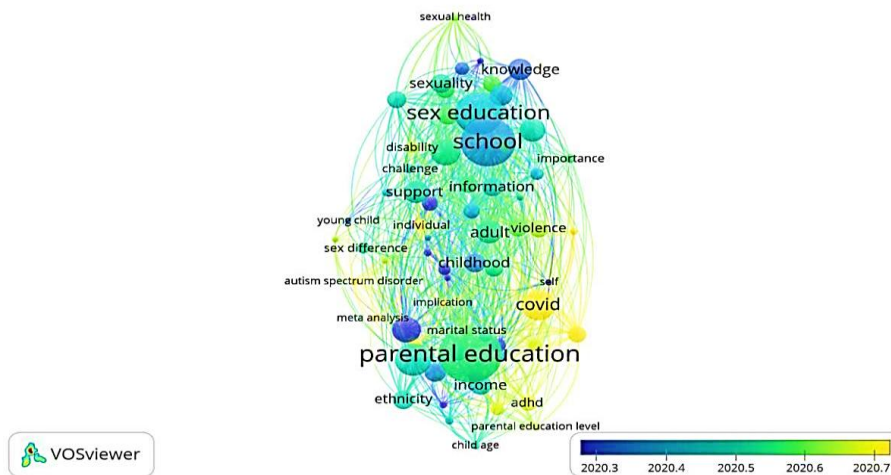


Figure 4. Overlay Visualization VOS Viewer

The results of the VOS Viewer visualization overlay in Figure 4 show that the sex education variable was widely publicized between 2020 and 2021. Meanwhile, in the last 1 year, the research theme tends to focus more on the variables of sexual violence, autism spectrum disorder, and COVID-19.

Figure 4, is the result of overlay visualization. Overlay visualization is a technique used to combine two or more separate visual representations of data onto a single display. This allows for the comparison and analysis of multiple sets of data in a single view, which can be useful in identifying patterns and trends that may not be immediately apparent when viewing the data separately. In this visualization, the overlay keywords are contained in areas ranging from light to dark. It is understood that in 2020, the theme of research is related to young children, childhood, school, and knowledge.

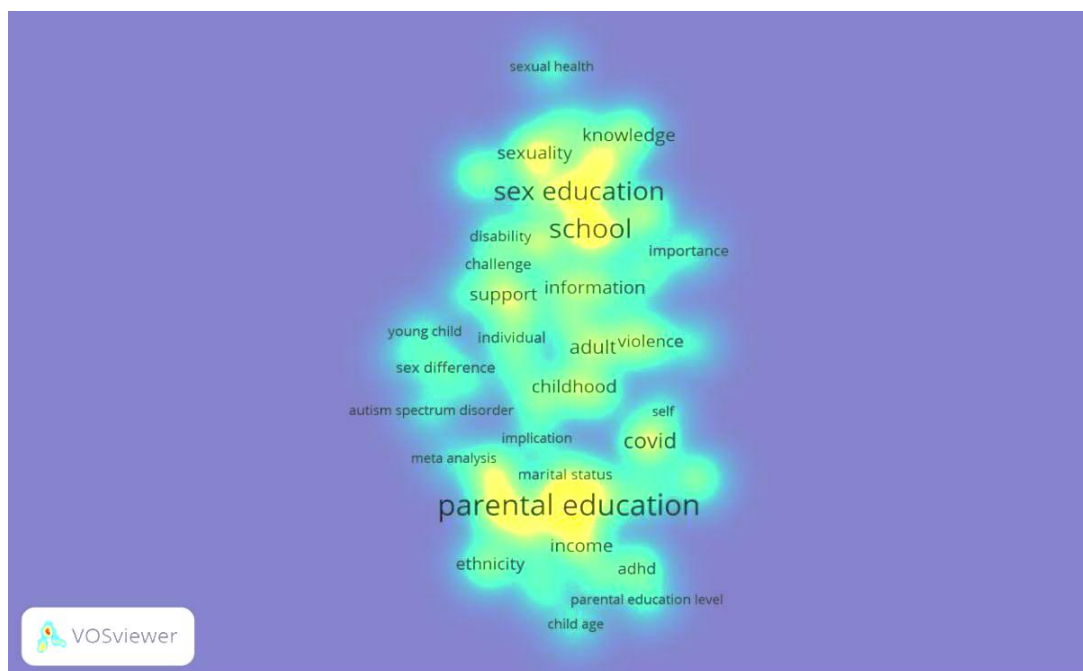


Figure 5. The Result of VOS Viewer's Density Visualization

Figure 5 is the result of VOS Viewer's density visualization related to the theme of sex and parental education. The yellow region indicates that the study has been widely carried out. The themes that often arise are parental education, school, and sex education. In contrast, the greenish-yellow area suggests that the theme has not been studied much. These themes include knowledge, ethnicity, sexuality, childhood, violence, COVID-19, sexual health, child age, disability, and violence.

Density visualization is a technique used to represent the distribution of a set of data points. It is often used to show the distribution of a continuous variable, such as temperature or population density. These methods can be a helpful tool in uncovering patterns and trends in data that might not be immediately apparent from other types of visualization. In density visualization, there are areas that are dark (blue) and light (yellow). This shows that the brighter this color area, the more often keywords in that area are used in research from 2020 to 2022.

CONCLUSION

This study systematically mapped current research trends on sex education, parental educational levels, and the prevention of sexual violence in early childhood through bibliometric analysis. The findings reveal that sex education and parental education are

dominant research themes, while areas such as sexual violence, disability, and early childhood remain underexplored. These results were drawn from the analysis of 996 academic publications indexed in Google Scholar from 2020 to 2022, processed using the Publish or Perish and VOSviewer tools. Network, overlay, and density visualizations identified five clusters of research focus, showing substantial emphasis on parental and school involvement in sex education. This analysis highlights an urgent need for more focused research on less-studied but critical variables, including parental education level, disability, and early childhood vulnerability. In sum, the study contributes to the literature by identifying neglected thematic intersections and encourages a more inclusive and preventive academic discourse surrounding child protection through early sex education.

The significance of this study lies in its empirical demonstration of how bibliometric tools can uncover research gaps in a socially and ethically sensitive domain such as child sexual violence prevention. By foregrounding the role of parental education, this research brings critical attention to how socio-educational capital influences the efficacy of sex education delivered at home. Moreover, it contributes to gender studies literature by validating how gendered assumptions about sexuality and communication persist in domestic educational settings, especially in cultural contexts where sex education is still seen as taboo (Zakiyah, Prabandari & Triratnawati, 2016; Nadar, 2017). These insights align with contemporary feminist pedagogical approaches that advocate for comprehensive, age-appropriate sex education as a form of child empowerment and abuse prevention. This study thus reinforces the necessity for multi-stakeholder engagement, including parents, educators, and policy institutions, to promote child safety through informed educational practices.

Despite its relevance, this study has several limitations that warrant acknowledgment. The reliance on bibliometric data restricts the analysis to the patterns and volume of published literature, without direct engagement with primary stakeholders or empirical field contexts. Additionally, the focus on articles indexed in Google Scholar between 2020 and 2022 may not fully capture longitudinal trends or insights from non-digitized or local sources. Future research should incorporate qualitative approaches to explore parental attitudes and capabilities in delivering sex education, particularly in underrepresented communities. Furthermore, intervention-based studies are needed to assess the effectiveness of culturally tailored sex education programs. By addressing these areas, subsequent investigations can

build on the present study's findings and enhance our collective capacity to prevent sexual violence through early educational empowerment.

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