



**PEDAGOGICAL COMPETENCE OF EARLY CHILDHOOD TEACHERS IN
PREVENTING SEXUAL VIOLENCE AGAINST CHILDREN WITH SPECIAL
NEEDS IN INCLUSIVE SCHOOL**

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Abstrak

Kekerasan seksual terhadap anak menunjukkan peningkatan, dengan tingkat kerentanan yang lebih tinggi pada anak berkebutuhan khusus di sekolah inklusi akibat keterbatasan komunikasi, kognitif, dan ketergantungan pada orang dewasa. Kondisi ini menuntut guru PAUD selain berperan sebagai pendidik juga berperan sebagai pelindung anak melalui kompetensi pedagogik yang memadai. Penelitian ini bertujuan menganalisis kompetensi pedagogik guru PAUD dalam pencegahan kekerasan seksual terhadap anak berkebutuhan khusus di sekolah inklusi, dengan fokus pada penguasaan karakteristik anak, perencanaan, pelaksanaan pembelajaran yang dialogis, serta evaluasi hasil belajar. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus yang dilaksanakan di TK Anna Husada Bangkalan, melibatkan 10 guru PAUD yang mengajar anak berkebutuhan khusus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa pemahaman karakteristik anak merupakan aspek kompetensi pedagogik yang paling dominan dan berperan penting dalam pencegahan kekerasan seksual, didukung oleh perencanaan pembelajaran yang terintegrasi serta pelaksanaan pembelajaran dialogis dan edukatif. Akan tetapi, pemanfaatan teknologi pembelajaran masih belum optimal. Oleh karena itu, penelitian ini merekomendasikan penguatan kompetensi pedagogik guru PAUD inklusi serta peningkatan pemanfaatan media pembelajaran sebagai upaya preventif perlindungan anak.

Kata Kunci: *anak berkebutuhan khusus, kompetensi pedagogik, pencegahan kekerasan seksual, sekolah inklusi, perlindungan anak*

Abstract

Sexual violence against children has shown an increasing, with higher levels of vulnerability among children with special needs in inclusive schools due to limitations in communication, cognitive abilities, and dependence on adults. This condition requires early childhood education (ECE) teachers to function not only as educators but also as child protectors through adequate pedagogical competence. This study aims to analyze the pedagogical competence of ECE teachers in preventing sexual violence against children with special needs in inclusive schools, focusing on the mastery of children's characteristics, learning planning, dialogical learning implementation, and learning outcome evaluation. This research employed a qualitative approach using a case study method conducted at TK Anna Husada Bangkalan,

involving 10 ECE teachers who teach children with special needs. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model. The findings indicate that understanding children's characteristics is the most dominant aspect of pedagogical competence and plays a crucial role in preventing sexual violence, supported by integrated learning planning and dialogical, educative learning implementation. However, the use of learning technology remains suboptimal. Therefore, this study recommends strengthening the pedagogical competence of inclusive ECE teachers and enhancing the use of learning media as a preventive child protection strategy

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A. INTRODUCTION

Children are disproportionately vulnerable to various forms of criminal victimization, particularly sexual violence, due to their limited physical strength, psychological immaturity, and nascent cognitive abilities to self-protect. This inherent vulnerability often renders them incapable of resisting or recognizing exploitative situations. Child sexual violence (CSV) remains a critical societal challenge, characterized by a distressing and continuous upward trend annually. In the Indonesian context, data from the

Ministry of Women Empowerment and Child Protection (KemenPPPA) indicates a consistent rise in reported child abuse cases from 2019 to 2022, with sexual violence emerging as the most dominant and alarming manifestation of these violations¹.

In 2023, data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA) recorded 9,644 documented cases of sexual violence involving children, with a significant preponderance among female victims². These statistics underscore that child sexual violence

¹ Nauroh Syifa Fadhillah, 'Pendidikan Seksual Untuk Anak Usia Dini Sebagai Upaya Pencegahan Kekerasan Seksual TK Aisyiyah Sinar Fajar Cawas Klaten Jawa Tengah Tahun 2023', *Prodi PIAUD UIN RMS*, 2023, 1-13 (p. 3).

² Hayani Wulandari and Fuji Fauzia Lestari, 'Penerapan Materi Pendidikan Seksual Di Sekolah PAUD Dalam Upaya Mencegah Kekerasan Seksual', *Journal on Education*, 06.01 (2023), 5127-34 (p. 5128).

remains a pressing crisis, necessitating the implementation of systematic preventive measures, specifically through the educational framework.

The vulnerability to sexual violence is markedly elevated among children with special needs (CSN). Communication impairments, cognitive deficits, and an intensified reliance on adult caregivers collectively contribute to their heightened susceptibility, thereby placing them at a significantly greater risk of victimization³. Research indicates that the prevalence of sexual violence among children with disabilities is approximately three times higher than that of their typically developing peers.

According to the 2020 Child Profile of Indonesia by the Statistics Indonesia (BPS), there are approximately 650,000 children with special needs across the archipelago.

Throughout 2021, hundreds of violence cases involving children with disabilities were documented, with sexual violence emerging as the most prevalent form of abuse⁴. These findings reinforce the fact that children with special needs constitute a highly vulnerable group in critical need of specialized protection.

At the regional level, data from the Ministry of Education, Culture, Research, and Technology indicates that the number of students with special needs in East Java exceeds seven million, including those in the Bangkalan Regency. Furthermore, records from the East Java Regional Technical Service Unit for the Protection of Women and Children (UPT PPA) have documented hundreds of child sexual violence cases over the

³ Dkk Meka Marsianus, 'Pendidikan Inklusi Sebagai Upaya Mengatasi Permasalahan Sosial Anak Berkebutuhan Khusus', *Jurnal Pendidikan Inklusi*, 1, 1 (p. 22). Dkk Meka Marsianus, 'Pendidikan Inklusi Sebagai Upaya Mengatasi Permasalahan Sosial Anak Berkebutuhan Khusus', *Jurnal Pendidikan Inklusi*, 1, 1 (p. 22).

⁴ Annisa Amanda Putri and Fajar Utama Ritonga, 'Proses Penanganan Kasus Kekerasan Seksual Pada Anak Berkebutuhan Khusus Di Unit Pelaksana Teknis Daerah Perlindungan Perempuan Dan Anak (UPTD PPA) Kota Medan', *SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora*, 3.1 (2024), 15-30 (p. 16) <<https://doi.org/10.55123/sosmaniora.v3i1.3045>>.

past five years⁵. This evidence demonstrates that sexual violence against children, including those with special needs, is a critical issue at the local level that demands immediate and serious attention.

Within this context, inclusive education serves as a vital strategy for providing equitable and just educational services for children with special needs. However, the inclusive model introduces significant challenges for educators, particularly in Early Childhood Education (ECE). ECE teachers function not only as instructors but also as guardians responsible for cultivating a secure learning environment and safeguarding children from the risks of sexual violence. Consequently, teachers are required to possess adequate

pedagogical competence to navigate these multifaceted responsibilities.

Teachers' pedagogical competence encompasses the ability to understand students' diverse characteristics, design and implement educative instructional strategies, and conduct accurate learning assessments⁶. In the context of sexual violence prevention, pedagogical competence functions as a critical child protection mechanism by delivering sexual education that aligns with early childhood developmental stages. Nevertheless, previous research indicates a significant deficit in ECE teachers' understanding of sexual education, which remains a primary factor exacerbating the risk of sexual violence among young children⁷.

While various studies have explored child sexual violence and sex

⁵ Theresia Widharka, 'Perlindungan Hukum Terhadap Anak Penyandang Disabilitas Korban Tindak Pidana Kekerasan Seksual (Studi Kasus Di Dinas Pemberdayaan Perempuan, Perlindungan Anak Dan Kependudukan Unit Pelaksana Teknis Perlindungan Perempuan Dan Anak Provinsi Jawa Timur).', 8, 2024, 1-23 (p. 4) <<http://repository.upnjatim.ac.id/id/eprint/19448>>.

⁶ Wijaya, C. (2024). *Manajemen Pengembangan Kompetensi Guru*. umsu press.

⁷ Melati Puspitajati Adikusuma and Ega Asnatasia Maharani, 'Pengetahuan, Sikap, Dan Persepsi Tentang Pendidikan Seks Pada Pendidik Anak Usia Dini', *Aulad: Journal on Early Childhood*, 6.3 (2023), 312-21 (p. 314) <<https://doi.org/10.31004/aulad.v6i3.511>>.

education within early childhood settings, research specifically linking ECE teachers' pedagogical competence to the prevention of sexual violence against children with special needs in inclusive schools remains scarce. Consequently, there is a significant scholarly gap that warrants further investigation. Addressing this void, the present study aims to examine and describe the pedagogical competence of ECE teachers in preventing sexual violence against children with special needs within inclusive education frameworks.

B. METHODOLOGY

This research employs a qualitative approach with a case study design. This methodology was adopted to gain a profound understanding of the pedagogical competence of Early Childhood Education (ECE) teachers in preventing sexual violence against children with special needs within an inclusive education framework. A single-case study method was utilized, focusing on a specific educational unit, Anna Husada Kindergarten (*TK Anna Husada*). This site was selected due to its

unique status as an inclusive ECE institution that implements the Character-Based Holistic Learning curriculum (locally known as *Pembelajaran Holistik Berbasis Karakter* or PHBK) or the Integrative Holistic Framework (IHF). Furthermore, the school accommodates children with diverse special needs, each exhibiting distinct characteristics. These specific contextual attributes render Anna Husada Kindergarten a highly relevant and representative case for an in-depth scholarly investigation.

The research was conducted at Anna Husada Kindergarten, an inclusive preschool that provides educational services for both typically developing children and children with special needs. Rather than focusing on administrative aspects, the site description emphasizes the inclusive education context, which serves as the fundamental setting for this study.

The research subjects consisted of ten early childhood education (ECE) teachers assigned to Classes A and B, who are directly involved in assisting children with special needs. The

subjects were selected based on the following purposive criteria:

1. Active ECE teachers at Anna Husada Kindergarten;
2. Educators currently teaching and managing children with special needs;
3. Teachers directly involved in the comprehensive stages of instructional planning, classroom implementation, and the evaluation of the learning process.

Children with special needs were not recruited as primary informants; instead, they served as subjects of observation within the instructional context. This approach was adopted to uphold stringent research ethics, considering the highly sensitive nature of sexual violence issues and the inherent communication barriers present in early childhood.

Data were collected through observation, semi-structured interviews, and documentation techniques:

1. Observation

Overt observation was employed, where teachers were fully

informed that the instructional activities were being observed for research purposes. The observation focused on pedagogical practices related to sexual violence prevention, specifically concerning the delivery of self-protection materials, teacher-child interactions, the utilization of instructional media, and children's responses to the lessons. Prior to the sessions, formal permission and informed consent were obtained from both the school administration and the participating teachers. The scope of observation was strictly limited to classroom instructional activities and did not intrude upon the children's private domains.

2. Semi-structured Interviews

Interviews were conducted with the teachers as primary informants using a semi-structured interview guide. The interview questions focused on key indicators of pedagogical competence, including:

- a) teachers' understanding of the characteristics of children with special needs;
- b) the planning of self-protection instruction;

- c) the implementation of dialogic and educative learning;
- d) the utilization of instructional media and technology; and
- e) the evaluation of learning outcomes related to sexual violence prevention.

A semi-structured approach was adopted to allow the researcher to explore teachers' experiences and practices in-depth while maintaining a consistent research focus.

3. Documentation

The documentation included Daily Lesson Plans (*Rencana Pelaksanaan Pembelajaran Harian* or RPPH), the implemented curricula (specifically the Character-Based Holistic Learning/PHBK under the Integrative Holistic Framework/IHF, and the *Kurikulum Merdeka*), evaluation records, and the instructional media utilized by the teachers. These documents were employed to triangulate and strengthen the data obtained from observations and interviews.

The research instruments utilized in this study consist of:

1. An observation guide developed based on indicators of teachers' pedagogical competence;
2. A semi-structured interview protocol referencing the core aspects of pedagogical proficiency; and
3. Documentation sheets used to record supporting data.

The indicators of pedagogical competence employed in this study encompass an understanding of students' characteristics, mastery of learning theories, curriculum development, instructional planning, the implementation of dialogic learning, the utilization of technology as instructional media, and the evaluation of learning outcomes

The trustworthiness of the data was maintained through prolonged engagement, persistent observation, and technical triangulation. Prolonged engagement was achieved by observing instructional activities on multiple occasions to ensure the consistency of the findings. Persistent observation was carried out by meticulously examining the teachers' instructional practices specifically related to child self-

protection. Finally, the triangulation process involved cross-referencing findings from observations, interviews, and documentation to ensure the congruency and accuracy of the information.

The data analysis technique in this study follows the Miles and Huberman model, which comprises three concurrent stages: data reduction, data display, and conclusion drawing and verification⁸. Data reduction was performed by selecting and focusing on data relevant to the research objective, specifically the pedagogical competence of teachers in preventing sexual violence. Data display was presented in the form of thematic narratives and synthesis tables to facilitate an understanding of the relationships between findings. Conclusion drawing was conducted by systematically interpreting the findings to address the research objectives and reveal the role of teachers' pedagogical competence as a prevention mechanism against sexual violence for children

with special needs. This data analysis procedure followed the systematic stages as illustrated in Figure 1.

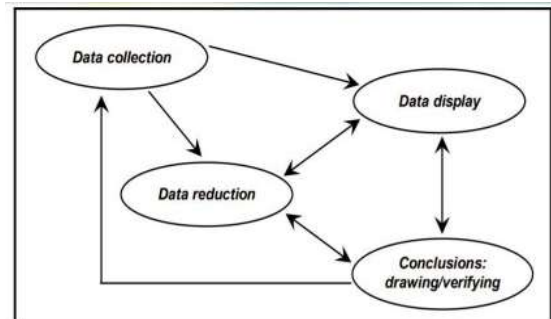


Figure 1. Data Analysis Procedure based on the Miles and Huberman Model (Source: adapted from Erlianti, 2024)

C. RESULTS AND DISCUSSION

This study involved ten early childhood education (ECE) teachers at Anna Husada Kindergarten, an inclusive school, who teach in Classes A and B. These educators possess varying teaching experiences, ranging from one year to over ten years. Each teacher assists between one and three children with special needs per classroom. The types of disabilities identified include speech delay, slow learner, Attention Deficit Hyperactivity Disorder

⁸ Dwi Hartutik Dila Erlianti, E. Maznah Hijeriah, Lili Suryani, Lilis Wahyuni, Nurmala Sari, *Metodologi Penelitian: Teori Dan Perkembangannya*, ed. by Sepriano,

cetakan pe (Jl. Kenali Jaya No 166 Kota Jambi 36129: PT. Sonpedia Publishing Indonesia, 2024), p. 61.

(ADHD), Autism Spectrum Disorder (ASD), mild intellectual disability, emotional disturbances, and learning disabilities. This diversity in characteristics among children with special needs provides a critical context for analyzing teachers' pedagogical competence, particularly in sexual violence prevention efforts that demand adaptive and protective instructional approaches.

Based on the results of observations, interviews, and documentation, the pedagogical competence of ECE teachers at Anna Husada Kindergarten regarding the prevention of sexual violence against children with special needs is categorized into seven primary aspects, in accordance with the theory proposed by Mustafa (2021)⁹:

1. Mastery of Learning Theories and Educational Principles

The teachers at Anna Husada Kindergarten demonstrate a profound understanding of early childhood

learning principles, particularly concerning self-protection education. The instructional strategies employed are highly diverse, encompassing singing, storytelling, role-playing, simulations, and direct practice. This aligns with the principles outlined in *Edukasi Seks untuk Anak Usia Dini: Panduan Praktis Bagi Guru* (Sex Education for Early Childhood: A Practical Guide for Teachers), which advocates for the use of varied learning methods. Specifically, teachers introduce body parts through the 'safe touch and unsafe touch' song, educational videos, and storytelling sessions, followed by discussions regarding individual rights and the concept of 'privacy.' By integrating these multifaceted approaches, teachers are able to create a learning environment that is engaging, interactive, and effective for the students¹⁰. Furthermore, the utilization of storybooks serves as an effective medium in the process of child

⁹ Pinton Setya Mustafa, *Buku Ajar Profesi Keguruan Untuk Mahasiswa Pendidikan Dan Keguruan*, 2024, pp. 24-25.

¹⁰ Eka Oktavianingsih and Reni Putri Fazriatin, *Edukasi Seks Untuk Anak Usia*

Dini: Panduan Praktis Bagi Guru, ed. by Rachmi, cetakan I (Jl. Mengger Girang No. 98, Bandung 40254: PT Refika Aditama, 2019), pp. 20-52.

character building. Through this approach, teachers are able to instill moral values and essential character traits in their students¹¹.

This approach assists children in comprehending sensitive concepts, such as body boundaries and safe versus unsafe touches, in a secure and enjoyable manner. These findings indicate that the mastery of learning theories serves as a fundamental basis for delivering meaningful sexual violence prevention education, particularly for children with special needs.

2. Mastery of Children's Characteristics

The comprehension of children's characteristics stands out as the most prominent aspect of pedagogical competence. Teachers must possess the capability to adapt instructional strategies based on the individual differences of their students. This understanding of student

characteristics comprehensively encompasses their inherent potential, learning difficulties, as well as their social and emotional backgrounds¹².

Teachers at Anna Husada Kindergarten demonstrate the ability to adapt communication approaches and instructional media to meet the specific needs of each child, incorporating non-verbal communication, visual aids, and material repetition. This profound understanding enables teachers to detect subtle behavioral changes in children and deliver self-protection materials accurately, thereby serving as a primary prevention mechanism against sexual violence.

3. Curriculum Development

The curriculum constitutes a systematically organized and flexible set of values that must be further operationalized to demonstrate how the process of achievement or

¹¹ Haya Mudianti and Revina Rizqiyani, 'Pengembangan Media Buku Cerita Digital Dalam Meningkatkan Moral Anak Usia 4-5 Tahun', *Bunayya : Jurnal Pendidikan Anak*, 11.1 (2025), 1 (p. 7) <<https://doi.org/10.22373/bunayya.v11i1.28024>>.

¹² Dwi Ayu Lestari and others, 'Pengembangan Kompetensi Pedagogik Guru Dalam Manajemen Kelas Pada Pembelajaran Bahasa Indonesia', *Seminar Nasional Ilmu Pendidikan Dan Multidisiplin*, 3.1 (2020), 200-208 (pp. 202-3).

internalization occurs within the students' learning experiences¹³. The development of a flexible and thematic curriculum allows teachers to integrate essential materials, such as body protection, naturally and systematically into daily learning activities. Teachers at Anna Husada Kindergarten develop a curriculum that integrates character education and self-protection through the Character-Based Holistic Education (PHBK/IHF) and the *Kurikulum Merdeka* (Independent Curriculum). Body protection topics are embedded into learning themes such as 'Myself' and 'My Body' and are further tailored through Individualized Education Programs (IEP) for children with special needs. This demonstrates that curriculum development plays a strategic role in instilling self-protection values systematically.

4. Instructional Planning

Instructional planning is manifested in Daily Lesson Plans (RPPH), which incorporate indicators for self-protection, identification of private body parts, and assertive behavior. Teachers are required to determine, organize, and structure learning materials tailored to the specific needs of each child. This process, known as instructional planning, is conducted systematically by teachers to ensure that the material is well-organized and adapted to the students' requirements within the classroom setting¹⁴. Teachers at Anna Husada Kindergarten prepare instructional media tailored to children's characteristics and employ repetition as a primary strategy for children with special needs. This planning serves as a preventive measure, ensuring that sexual violence prevention materials are delivered in a structured and sustainable manner.

¹³ Heri Mujiono, 'Supervisi Akademik Meningkatkan Kompetensi Pedagogik Guru', *Jurnal Dinamika Manajemen Pendidikan*, 4.2 (2020), 113 (p. 116) <<https://doi.org/10.26740/jdmp.v4n2.p113-121>>.

¹⁴ Damayanti Wahyu Muh. Syata, Bellona Mardatillah Sabillah, Hikmayani Subur, 'Analisis Kompetensi Pedagogik Guru', *Pendidikan Dasar Dan Keguruan*, 9.1 (2024), 63-68 (p. 64) <<https://journal.uiad.ac.id/index.php/JPDK>>.

5. Implementation of Educative and Dialogic Learning

The implementation of learning is conducted in a dialogic, communicative, and educative manner. Within the classroom, teachers must possess the ability to establish positive relationships with children and facilitate constructive peer communication. Effective communication profoundly influences the overall classroom environment, fostering an inclusive atmosphere, and enhancing students' motivation as well as their learning outcomes¹⁵. Teachers at Anna Husada Kindergarten cultivate two-way interaction with children through question-and-answer sessions, simulations, and role-playing. This dialogic learning approach creates a 'safe space' for children to express feelings of discomfort while

simultaneously fostering the courage to say 'no' and report incidents. By prioritizing these interactions, teachers empower students with the agency needed to defend their personal boundaries.

6. Utilization of Instructional Technology

The utilization of instructional technology remains unevenly distributed. The integration of digital technology as a learning medium aims to enhance and stimulate students' motivation, interests, engagement, and overall learning outcomes¹⁶. This is particularly evident in the use of animated videos, which incorporate engaging visual displays to stimulate children's participation and facilitate a clearer understanding of complex concepts¹⁷. Some teachers at Anna

¹⁵ Cahaya Eka Juniarti, 'Pentingnya Komunikasi Efektif Dalam Pengelolaan Kelas Yang Sukses', *Pendidikan*, 1.1 (2023), 12 (p. 2).

¹⁵ Siti Aisyah and others, 'Pemanfaatan Teknologi Digital Sebagai Media Pembelajaran Interaktif Untuk Siswa Sekolah Dasar', *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3.1 (2025), 388-401 (p. 388) <<https://doi.org/10.61132/sadewa.v3i1.1565>>.

¹⁶ Siti Aisyah and others, 'Pemanfaatan Teknologi Digital Sebagai Media Pembelajaran Interaktif Untuk Siswa Sekolah Dasar', *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3.1 (2025), 388-401 (p. 388) <<https://doi.org/10.61132/sadewa.v3i1.1565>>.

¹⁷ Wici Lestari and Taruni Suningsih, 'Pengaruh Media Video Animasi Lalu Lintas Terhadap Perilaku Disiplin Berlalu

Husada Kindergarten have utilized basic digital media, such as educational videos and songs played from electronic devices; however, others continue to rely on manual instructional tools. This discrepancy highlights the pedagogical challenges in optimizing technology as a supportive medium for self-protection education, particularly for children with special needs.

7. Evaluation of Learning Outcomes

Teachers at Anna Husada Kindergarten conduct evaluations through observation, anecdotal records, checklists, and performance assessments. These evaluations are utilized to assess children's understanding of self-protection materials and serve as a foundation for future instructional planning. Furthermore, evaluation functions not only as a tool for measuring learning achievements but also as an early detection mechanism for potential risks

of sexual violence. This indicates that teachers consistently monitor children's development and adapt teaching strategies to achieve learning objectives. This process involves the teacher's ability to evaluate and assess students' learning outcomes while utilizing those results to enhance the overall quality of instruction¹⁸.

The research findings indicate that the pedagogical competence of early childhood educators plays a pivotal role as a prevention mechanism against sexual violence for children with special needs in inclusive schools. A profound understanding of children's characteristics serves as the primary foundation influencing the effectiveness of planning, implementing, and evaluating self-protection instruction. These findings align with the perspective that inclusive preschool teachers must possess the ability to comprehend the cognitive, emotional, and social characteristics of children with special needs as an

Lintas Anak Usia 5-6 Tahun', *Bunayya : Jurnal Pendidikan Anak*, 11.1 (2025), 129 (p. 136)
<<https://doi.org/10.22373/bunayya.v11i1.29392>>.

¹⁸ Mustafa, p. 25.

integral part of their pedagogical competence¹⁹.

The development of a curriculum based on Character-Based Holistic Education (PHBK/IHF) and the implementation of Individualized Education Programs (IEP) enable teachers to integrate self-protection education in a contextual and adaptive manner. Furthermore, the planning and execution of dialogic learning establish a foundation of trust between teachers and children, which is pivotal in empowering students to assertively refuse and report unsafe treatment.

Nevertheless, the utilization of instructional technology remains a significant challenge. This limitation reveals a pedagogical gap in strengthening teachers' competencies, particularly in leveraging digital media that has the potential to enhance special-needs children's understanding of sensitive materials. Consequently, intensifying teacher training in the utilization of instructional technology has become an imperative need.

Overall, this study underscores that the pedagogical competence of early childhood educators serves not only academic instructional purposes but also functions as a vital preventive strategy for child protection. The contribution of this research lies in reinforcing the perspective that the prevention of sexual abuse against children with special needs in inclusive schools is heavily contingent upon the quality of the teachers' pedagogical competence.

D. CONCLUSION

The aspects of teachers' pedagogical competence that play a pivotal role in preventing sexual violence against children with special needs encompass four primary dimensions. First, the understanding of children's characteristics is the most dominant aspect, as it enables teachers to tailor individualized learning approaches to a child's cognitive, communicative, and emotional abilities, thereby ensuring that instruction fosters a genuine sense of

¹⁹ Herlina Puspa Melati, Ocih Setiasih, and Badru Zaman, 'Kompetensi Pedagogik Guru PAUD Inklusi- Sebuah Analisis Literatur Dan Implikasinya', *Aulad: Journal*

on Early Childhood, 7.3 (2024), 1007-81 (p. 1009)
<<https://doi.org/10.31004/aulad.v7i3.826>>.

security within the school environment. Second, instructional planning serves a strategic function in organizing structured and goal-oriented activities, ensuring that children can comprehend the concepts of bodily boundaries and self-protection. Third, the implementation of educative and dialogic learning is manifested through a friendly, open, and interactive atmosphere, where children are granted the space to ask questions, share stories, and express experiences or feelings of discomfort. Fourth, the evaluation of learning outcomes focuses not only on cognitive aspects but also on behavioral changes and children's attitudes in responding to situations involving bodily protection, thus serving as both a reinforcement tool and an early detection mechanism for potential risks of sexual violence.

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