

## DEVELOPMENT OF FBPSS TEACHING MATERIALS AS SEXUAL VIOLENCE EDUCATIONAL MEDIA FOR ELEMENTARY SCHOOL STUDENTS

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### Abstract

*Sexual violence against children is one of the cases that continues every year. This is because public awareness of the importance of education on sexual violence against children is still very weak. Not only that, the policies made by the government are still not strong enough to provide a deterrent effect on the perpetrators of crimes. The settlement in this case is very necessary because sexual violence will have an extraordinary impact on victims of violence including depression and death. This study aims to figure out the effectiveness of Personal Safety Skill-based Flipbook media on knowledge and ways to protect themselves from sexual violence in grade 5 students at SDN Tunggulsari II. This study had subjects in the form of 5th grade students at SDN Tunggulsari II which included 10 female students and 8 male students. The type of research method used is Research and Development (R&D) research and development with the ADDIE development model. With this research it is intended that students have knowledge and attitudes about how to protect themselves from sexual violence, so that the number of sexual violence against children does not increase. This is evidenced by the results of the study, namely 57.1 with a percentage of 29% before getting education and an average score of 84.8 with a percentage of 71% after getting Flipbook media education.*

**Keywords:** *flipbook; personal safety skill; sexual violence; education*

### Abstrak

Kekerasan seksual yang terjadi pada anak merupakan salah satu kasus yang terus mengalami peningkatan setiap tahunnya. Hal ini dikarenakan kesadaran masyarakat terhadap pentingnya edukasi kekerasan seksual terhadap anak masih sangat lemah. Tidak hanya itu saja kebijakan-kebijakan yang dibuat oleh pemerintah masih belum cukup kuat untuk memberikan efek jera pada pelaku tindak kejahatan. Penyelesaian dalam kasus ini sangat diperlukan karena kekerasan seksual akan menimbulkan dampak yang luar biasa pada korban kekerasan diantaranya depresi hingga kematian. Oleh karena itu edukasi kepada anak melalui bahan ajar Flipbook berbasis Personal Safety Skill sangat diperlukan. Penelitian ini mempunyai tujuan untuk mengetahui keefektifan media Flipbook berbasis Personal Safety Skill terhadap pengetahuan dan cara melindungi diri dari kekerasan seksual siswa kelas 5 SDN Tunggulsari II. Penelitian ini mempunyai subyek berupa murid kelas 5 SDN Tunggulsari II yang meliputi 10 siswa perempuan dan 8 siswa laki-laki. Jenis metode penelitian yang digunakan adalah penelitian dan pengembangan Research and Development (R&D) dengan model pengembangan ADDIE. Dengan adanya penelitian ini bertujuan agar siswa memiliki pengetahuan dan sikap tentang bagaimana cara untuk melindungi diri dari kekerasan seksual, sehingga angka kekerasan seksual pada anak tidak mengalami peningkatan. Hal ini dibuktikan dengan hasil penelitian yaitu 57,1 dengan presentase 29% sebelum mendapatkan edukasi dan rata-rata skor 84,8 dengan presentase 71% setelah mendapatkan edukasi media Flipbook.

**Kata Kunci:** *flipbook; personal safety skill; kekerasan seksual; edukasi*

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## Introduction

Indonesia is one of the developing countries with a high crime rate. However, information in various parts of the world is easy to access by the public because of the globalization era's influence. There are various kinds of crimes that often occur in society, one of which is sexual violence against children. As an initial step, the government provides legal protection for victims by passing Law no. 35 of 2014 Article 1 concerning legal protection of children's rights (Kemensesneg, 2014). In cases of sexual violence, it should be noted that in cases where the crime is repeatedly committed against the same victim or different victims, the perpetrator may receive combined sentence orders under Article 65 of the Criminal Code (KUHP).

Article 65 paragraph 2 states that the perpetrator can be sentenced to a maximum of 20 years in prison. However, if sexual violence is committed by more than one person, responsibility teachings can be determined following Articles 55 and or 56 of the Criminal Code (Yusyanti, 2020). According to the international organization End Child Prostitution in Asia Tourism (ECPAT), sexual violence can be defined as interactions between children and adults, such as parents, strangers or siblings, which create interactions that lead to negative things, namely children with use their sexual desire as an object. Lynes (Zahirah at al, 2019) also believes that sexual violence is an act of touching, showing genitals, touching a child's genitals, rape and other sexual acts.

Based on data obtained by the Indonesian Child Protection Commission in 2022 there have been 419 cases of sexual violence, 249 cases of physical violence, and 119 cases of psychological violence that occurred in minors (Devita et al., 2022). This data is the highest data from several reports about cases of sexual violence against children in the 2019-2022 range. This was reinforced by KPAI commissioner Retno Listyarti who said that children at the elementary school level were victims of sexual violence by 64.7%. Sexual violence can occur when the perpetrator knows that the child is not under supervision, the perpetrator seduces, threatens and even sexually abuses the victim openly with several objects. Besides the fact that children also do not have information about sexual behavior and combined with an environment that is not suitable for children, this can lead to sexual violence (Trilisiana et al., 2020).

The results of the interview with Mr. Satria Adi Nugroho, S.Pd as the homeroom teacher for grade 5 at SDN Tunggulsari II found that there was no educational media about sexual violence made by the teacher or the school. He also said that schools also did not have programs specifically designed for education about sexual violence. The school's lack of awareness of sexual violence was strengthened by the non-disclosure of educational materials that had been provided by the local regional health center to all students at SDN Tunggulsari II. The lack of communication between teachers and parents about whether education is proper in schools also contributes to the perception of a lack of sexual violence in schools. Not only that, but there is also the fact that there is still one teacher who thinks that education about sexual violence is a taboo thing to give to students. This is because the teacher thinks that later in the education there will be pictures that are too vulgar. However, schools will continue to make efforts to prevent sexual violence by creating child-friendly schools. The world of education, especially the school environment, can be a place for students to gain knowledge and introduce students to sexual education. An understanding of sexual education in the school environment can be packaged in an attractive and effortless way for students to access by utilizing their electronic media. There are several solutions that can be carried out, so that sexual

violence education is not considered taboo for teachers and parents, one of which is by providing education to children through flipbook teaching materials based on Personal Safety Skills.

Educational activities using Flipbook teaching materials are expected to be the first step for students to learn about sexual violence. Sanaky said that Flipbook teaching materials are included in audio-visual media in the form of which there are several sound slide sheets (Amanullah, 2020). This opinion was reinforced by Warista in (Kodi et al., 2019) who said that Flipbook teaching materials have several advantages compared to other media, this is because Flipbook media does not only present material in text form but is also equipped with animation, video, sound and color images. Education about sexual violence cannot be realized optimally if there is no training for children to prevent sexual violence. Because this Flipbook teaching material contains teaching about safety skills in children (Personal Safety Skills).

Safety skills for children (Personal Safety Skills) can be defined as an education given to children about sexual violence and what steps should be taken if they are in that situation to keep them safe. According to Kendal (Umar et al., 2018) Personal Safety Skill is defined as education about what to do to protect themselves (children) when they are in danger. This education reduces the risk of becoming a victim and gives children the opportunity to protect themselves. The implementation of self-safety learning using Personal Safety Skill-based flipbook media is then packaged in an attractive way by displaying several animated videos or illustrations so that children can easily understand and practice the messages conveyed by the media. The implementation of this education requires the cooperation of teachers and parents to guide children in obtaining and understanding information about sex.

Supporting research is research from Sari and wulandari (2022), shows that the use of guidance board media to protect themselves from sexual harassment in elementary school students has the result that the effectiveness of the guidance board media as a media for education or sex education for elementary school students about knowledge and attitudes in protecting themselves from sexual harassment is proven to be true. The difference with this study lies in the method used quantitatively while the researchers used the RnD ADDIE method. Further research from Nurbaya and Qasim (2018), states that the application of sexual education programs (Underwear Rules) can be used as a guide for parents and teachers to teach about sex education to children. The Underwear Rules program will later make it easier for parents to open conversations about sex with their children so they can avoid perpetrators of sexual violence. The difference in this study lies in the treatment if the researcher uses a medium while the researcher uses a program.

Within the Personal Safety Skill there are three skill components that must be known, namely Recognize, Resist, and Report. Recognize, namely, the ability that children must have in recognizing the characteristics of someone who has the potential to commit sexual violence. Resistance is defined as the ability to survive acts of sexual violence against children. Meanwhile, Report is the ability possessed by children to inform sexual behavior given by adults. Providing education about self-protection (PSS) is useful for training children to survive acts of sexual violence, for example, children can scream for help to others when they feel threatened. In addition, through PSS students can apply any actions they can take when dealing with people who commit sexual deviant behavior. Students are taught to refuse any offer given by saying "No" firmly. Students are also taught how to take the fight by hitting, biting, kicking, and so on. Therefore, research is needed with the title "Development of FBPSS Teaching Materials as an Educational Media for Sexual Violence in Elementary School Students" which is adapted to the background above. With the formulation of the problem, namely knowing the validity and practicality of Flipbook media.

## Research Methods

The research method used is Research and Development (R&D) research and development. The ADDIE model is used as a development model. Research and Development (R&D) is a research method that is used to produce a product that has been made and to test the effectiveness of the product that is produced (Hanafi, 2017). R&D research and development plays a particularly significant role, namely, to validate a product that will be used in the implementation of education. According to Sugiyono (Sri Haryati, 2012) research and development methods are methods used to identify and validate specific products. The development model has 5 stages in research namely analysis, planning, development, implementation and evaluation. The media trial was developed and implemented in grade 5 of SD Negeri Tunggul Sari II with a total of 15 students consisting of 10 female students and 8 male students. The characteristics of the sample used are elementary school students, aged 10-12 years, male and female

The feasibility of the Flipbook teaching materials being developed is assessed by measuring the validity and practicality of the teaching materials. The tools used include media expert and material expert validation sheets, practicality assessment sheets for learning implementation, student assessment sheets, pre-tests, and post-tests. The categories for stating that the teaching materials developed are valid consist of 5 rating scales which include: (5) very good, (4) good, (3) sufficient, (2) not good, (1) not very good. Then it can be concluded whether the teaching materials are suitable for use with revision or not suitable for use. The technique for obtaining data is done by distributing the assessment sheets made. Media and material expert validation sheets are used to assess whether teaching materials are possible or not. The practicality assessment sheet of learning implementation is used to assess the learning process in class. Student assessment sheets are used to assess the learning process and the Flipbook media used. Furthermore, to assess the effectiveness of Flipbook media, it can be seen from the pre-test and post-test that have been carried out.

The data collected in the form of suggestions, input, revisions, and observation results will be analyzed descriptively qualitatively, which will then be used as a starting point for checking the media that is being developed. The data obtained through media expert and material expert validation sheets, practicality assessment sheets for learning implementation, student assessment sheets, pre-tests, and post-tests will be analyzed using descriptive statistics with a scale of 5 which is then converted into qualitative data on a scale of 5.

Data in the form of ratings with a scale of 1 to 5 are converted into qualitative data which also has a scale of 5. Data conversion criteria are carried out based on table 1.6 Widoyoko (Rusnilawati, 2016). In order to assess the feasibility of products that are being developed in terms of validity and practicality. The Likert scale table for analyzing the validity of learning devices can be seen in table 1.

**Table 1.** Criteria for Converting Quantitative Data to Qualitative Data

Score	Score intervals	Category
A	$X > X_i + 1,8 sb_i$	Very good
B	$X_i + 0,6 sb_i < X \leq X_i + 1,8 sb_i$	Good
C	$X_i - 0,6 sb_i < X \leq X_i + 0,6 sb_i$	Sufficient
D	$X_i - 1,8 sb_i < X \leq X_i - 0,6 sb_i$	Not good
E	$X \leq X_i - 1,8 sb_i$	Not very good

**Table 2.** Criteria for the Validity of Media Expert Learning Devices

No	FBPSS score intervals	Category
1.	$X > 83,94$	Very good
2.	$67,98 < X \leq 83,94$	Good
3.	$52,02 < X \leq 67,98$	Sufficient
4.	$36,06 < X \leq 52,02$	Not good
5.	$X \leq 36,06$	Not very good

Data from surveys of students and teachers in the research that has been carried out will be analyzed quantitatively and qualitatively. Quantitative data in the form of response scores obtained in the form of 5 responses, namely strongly agree, agree, doubt, disagree, and strongly disagree. Furthermore, the scores obtained in quantitative form will be converted into qualitative data based on table 1.6.

**Table 3.** The lattice of the practicality of the implementation of learning instruments

No	FBPSS Interval score	Category
1.	$X > 42,06$	Very good
2.	$34,02 < X \leq 42,06$	Good
3.	$25,98 < X \leq 34,02$	Sufficient
4.	$17,94 < X \leq 25,98$	Not good
5.	$X \leq 17,94$	Not very good

**Table 4.** Material Expert Practicality Criteria

No	FBPSS Interval Score	Category
1.	$X > 109,14$	Very good
2.	$88,38 < X \leq 109,14$	Good
3.	$64,15 < X \leq 88,38$	Sufficient
4.	$46,86 < X \leq 67,62$	Not good
5.	$X \leq 46,86$	Not very good

Quantitative data from students' questionnaires on Flipbooks in the form of 5 response scores, namely strongly agree, agree, doubt, disagree, and strongly disagree can be seen in table 5.

**Table 5.** Criteria for assessing students' attitudes toward flipbook teaching materials


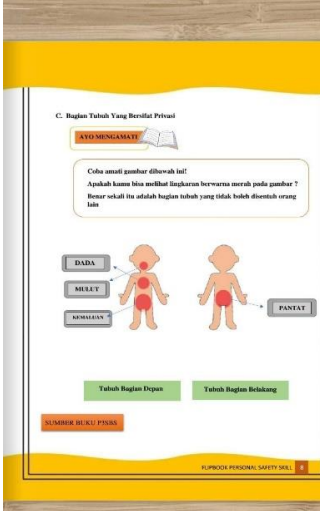
No	Score	Score Interval	Category
1.	A	$X > 42,06$	Very good
2.	B	$34,02 < X \leq 42,06$	Good
3.	C	$25,98 < X \leq 34,02$	Sufficient
4.	D	$17,94 < X \leq 25,98$	Not good
5.	E	$X \leq 17,94$	Not very good

Learning tools developed can be said to be effective if the level of effectiveness to be achieved is in the minimal good category. Then in the learning device it can be said to be practical if the assessment of students and teachers reaches a minimum of the achieved practicality category, namely good. Not only that, learning tools can be said to be practical if the learning process is carried out at a proficient level.

## Result and Discussion

The product developed in this development research is Personal Safety Skill-Based Flipbook (FBPSS). FBPSS teaching materials are used as a medium to increase students' knowledge in protecting themselves from sexual violence. The material tested in Flipbook media is limited to human motion tools, body parts that can be touched, the parts of body that cannot be touched, and ways to protect oneself against sexual violence. In designing FBPSS teaching materials, 2 media expert validators, 1 material expert validator, and 1 learning expert validator have been validated. Furthermore, the research results are explained in the form of expert validation data and results of field trials. The following is a display of the teaching materials developed.

**Table 6.** Display on FBPSS teaching materials

	Display of the initial menu of FBPSS teaching materials for students
	Display of one of the educational materials in the FBPSS teaching materials regarding the fore and hind limbs that should not be touched.



The main menu display on the teacher's handbook FBPSS teaching materials



Presentation of material about sexual violence that occurs in children.

Based on the validation results of media experts and material experts, the feasibility of the product being developed is known. The product's eligibility is based on data in the form of an average total score and a total of Flipbook products. The average total score data can be seen from table 7 below.

**Table 7.** The actual score of the validation product

No	Expert validation	Product	Total Score	Score average	Category
1.	Media expert	Flipbook	171	85,5	Very good
2.	Material expert	Flipbook	126	126	Very good

From the table above it is known that the average score of Flipbook media is in the very good category. So that this Personal Safety Skill-based Flipbook product can be used for testing after going through several reviews following the suggestions and input from the validator.

Field test results include practical data analysis, namely the evaluation results of student and teacher assessment data on the feasibility of using Flipbook media based on Personal Safety Skills. Analysis of student practicality assessment data.

Data collection was carried out by collecting student assessments in field trials. Data collection was carried out after learning ended. Recapitulation of student assessments is presented in table 8.

**Table 8.** The practicality of field trials

No	Expert validation	Product	Total Score	Score average	Category
1.	Student	<i>Flipbook</i>	683	42,68	Very good

From the table above it is known that the practicality of field trials on Flipbook media is in the very good category. So Personal Safety Skill-based Flipbook products are possible to be used to be applied to students.

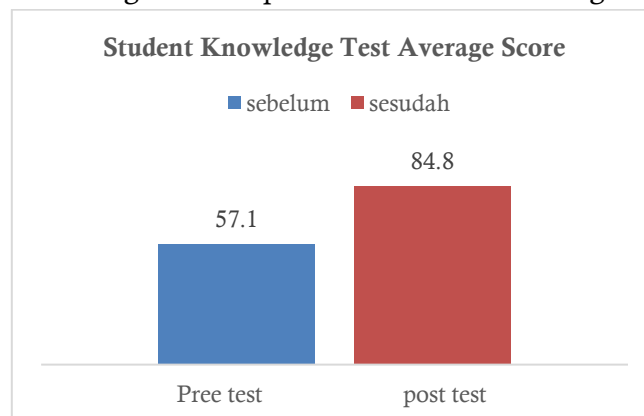
This data collection is done by asking for an assessment from the teacher who supervises education implementation. Data collection after the learning process ends. Recapitulation of teacher assessments is presented in table 9.

**Table 9.** The practicality of the implementation of learning

No	Expert validation	Product	Total Score	Category
1.	Teacher	<i>Flipbook</i>	48	Very good

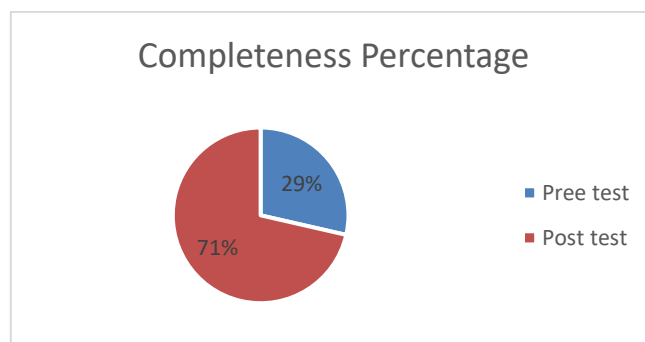
From the table above, the practicality of implementing Flipbook media is in the very good category. So Personal Safety Skill-based Flipbook products meet the practical category according to the teacher's assessment.

Analysis of learning outcomes tests is used to determine whether the Personal Safety Skill-based Flipbook media meets the effectiveness requirements. The learning outcomes analysis test will be reviewed from students' knowledge of sexual violence and ability to solve problems. The data score is obtained through a knowledge test using instruments made and validated. The knowledge test is in the form of multiple-choice questions and an essay in which there is material on human motion tools, sexual violence, and ways to protect yourself against sexual violence. Furthermore, the question sheet will be tested twice to students. The average score of the students' knowledge test completeness can be seen in Figure 1.



**Figure 1.** Graph of student knowledge test average scores





**Figure 2.** Graph Percentage of student knowledge test completeness

Based on the graph of the average score and the percentage of completeness of the students' knowledge test, the pre-test score was obtained before receiving Flipbook media education, namely 57.1 with a percentage of 29%. Then after students received education about sexual violence using Flipbook media, there was an increase in understanding with an average score of 84.8 with a percentage of 71%.

Based on the results of the overall analysis above, it can be concluded that there is an effect of using Personal Safety Skill-based Flipbook media on students' understanding of sexual violence and how to protect themselves against sexual violence at SDN Tunggulsari II and Flipbook media is proper for elementary schools to implement. The results of this study are in line with research conducted by (Hermawan et al., 2022) about Child Sexual Harassment Prevention Education Flipbook which shows that it is proper to use a learning guide about sexual harassment. This was reinforced by Warsita's opinion (Kodi et al., 2019) who said that Flipbook media has advantages compared to other learning media, namely Flipbook media does not only display text but also contains video, animation, sound, etc. Self-protection (Personal Safety Skill) is a crucial thing that every student must have. According to Handayani (2017), Personal Safety Skill is defined as a skill that must be possessed and mastered by children to protect themselves from crimes of sexual violence.

There are several types of sexual violence against minors, including rape, sodomy, exposure of genitals, etc. According to Lynes (Zahirah et al., 2019) forms of sexual violence include forcing the victim to satisfy the perpetrator's sexual desires, showing the victim's genitals, influencing the victim with pornographic content, seeing or touching sensitive areas on the victim, and having sexual intercourse with the victim. Perpetrators of sexual violence will justify any means so that victims want to perform sexual acts, namely through persuasion, bribes, and threats (Kementerian Pendidikan dan Kebudayaan, 2019: 29). An example of sexual violence against minors occurred in an elementary school, namely the Jakarta International School (JIS). The criminal acts of sexual violence that occurred began to be uncovered when the parents of students reported to the authorities that their child (boy) was being treated in the form of sexual violence (sodomy) by the janitor Ismantoro (Umar et al., 2018). Apart from the JIS case, there was a similar case committed by Andi Sobari alias Emon in Sukabumi, with victims reaching 110 children.

The occurrence of sexual violence has a tremendous impact on victims. According to Noviana (2015), Victims of sexual violence cases will experience a sense of trauma to themselves such as loss of children's trust in adults, sexual trauma, symptoms of agoraphobia, and prejudice. This opinion is reinforced by the statement given by Wirawan et al. (2016), which states that sexual violence will cause children to become hyperactive, have tantrums, withdraw from the social environment, experience difficulties in learning, to cause depression. Victims of

predators of sexual violence will also experience hallucinations, depression, uncontrollable emotions and even victims can experience a sense of trauma to themselves for a long time, and this bad memory will stick into adulthood.

Children from elementary school and above must be informed about sexual violence. The goal is for school children to get basic information about sexual violence and be able to protect themselves if they experience sexual violence. Providing this knowledge can be done by designing teaching materials or media such as Flipbooks based on Personal Safety Skills. Teaching materials can be interpreted as a collection of teaching materials that are linked to the existing curriculum to achieve the specified core competencies (Nurdyansyah, 2018). In addition, teaching materials can also be interpreted as materials which have been systematically arranged in such a way that it is expected that students can study independently following the applicable curriculum. (Magdalena et al., 2020).

## Conclusion

The world of education, especially the school environment, can be a place for students to gain knowledge and introduce students to sexual education. An understanding of sexual education in the school environment can be packaged in an attractive and effortless way for students to access by using their electronic media. There are several solutions that can be done so that sexual violence education is not considered taboo for teachers and parents, one of which is by providing education to children through Personal Safety Skill-based Flipbook teaching materials. This media introduces fifth grade elementary school students to the anatomy of the body, what can and cannot be touched, and how to use mobility aids to protect themselves from sexual violence. Flipbook media based on Personal Safety Skills is a media in the form of a digital book that can be easily accessed by students via cell phones, laptops or tablets. Based on the results of the study and discussion that has been carried out, it can be concluded that Flipbook media based on Personal Safety Skills has the effectiveness of knowledge and attitudes about how to protect oneself from sexual violence. This is reinforced by the difference in the results of students' knowledge tests during the pretest and posttest of learning about sexual violence using flipbooks.

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