Sexual Harassment Educational Media Through Pop-Up Books

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LindungiAku: Sexual Harassment Educational Media Through Pop-Up Books

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ABSTRAK

Siswa sekolah dasar merupakan siswa yang rentan mengalami tindak kekerasan dan pelecehan seksual, sehingga dibutuhkan suatu media yang dapat memberikan pemahaman kepada siswa mengenai bahaya kekerasan dan pelecehan seksual. Adapun tujuan dari penelitian ini yakni untuk mengembangkan buku pop up yang valid dan efektif sebagai media edukasi kekerasan dan pelecehan seksual kepada siswa sekolah dasar. Jenis penelitian ini adalah penelitian pengembangan model ADDIE. Subjek dalam penelitian ini adalah 6 orang validator dan 10 orang siswa sekolah dasar. Instrumen yang digunakan dalam pengumpulan data adalah lembar angket, lembar wawancara, dan lembar validasi. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan kuantitatif. Data hasil penelitian menunjukka bahwa buku pop up memenuhi kriteria valid, dengan skor kevalidan sebesar 4 dari ahli materi, sebesar 4,70 dari ahli media, dan sebesar 3,85 dari ahli praktisi. Hasil uji hipotesis menunjukkan nilai signifikansi 0.000 sehingga hipotesis penelitian bahwa terdapat efektivitas buku pop up LindungiAku sebagai media edukasi siswa sekolah dasar dapat diterima. Sehingga berdasarkan hasil tersebut dapat disimpulkan bahwa buku pop up yang dikembangkan telah valid dan efektif digunakan sebagai media edukasi kekerasan dan pelecehan seksual kepada siswa sekolah dasar.

ABSTRACT

Elementary school students are students who are vulnerable to sexual violence and harassment, so we need media that can provide students with an understanding of the dangers of sexual violence and harassment. The purpose of this research is to develop a valid and effective pop-up book as an educational medium for violence and sexual harassment to elementary school students. This type of research is ADDIE model development research. The subjects in this study were 6 validators and 10 elementary school students. The instruments used in data collection were questionnaire sheets, interview sheets, and validation sheets. The data analysis technique used is descriptive qualitative and quantitative. The research data shows that the pop-up book meets the valid criteria, with a validity score of 4.40 from material experts, 4.70 from media experts, and 3.85 from practicing experts. The results of the hypothesis test show a significance value of 0.000 so the research hypothesis that there is an effectiveness of the Protect Aku pop up book as an educational medium for elementary school students can be accepted. So based on these results it can be concluded that the pop-up book that was developed has been valid and effective to be used as a medium for education on violence and sexual harassment to elementary school students.

1. INTRODUCTION

Elementary school students are the students who are in the age range of 6-12 years. At this age children are introduced to various aspects of life starting from social, cultural and traditions aspects. In learning in elementary school children are not only taught about science but also taught about how to behave and interact in society. One aspect that is taught to elementary school students is education about sex (Dewiani et al., 2020; Rahmi, 2019). Sex education is carried out by introducing the functions of the reproductive organs and how to care for the reproductive organs to students in order to prevent students from deviant sexual behavior (Amalia et al., 2018; Maudi et al., 2022; Rachmayanti, 2022). Sex education that is introduced to children from an early age can protect children from violence and sexual abuse. Elementary school students tend to have a high curiosity, so that sex education by teachers and parents will be able to bridge students' curiosity (Rahmawati & Khamdani, 2021; Wulandari & Suteja, 2019). Sex education that provided by teachers and parents can not contain vulgar information, but must contain information which is correct, honest, complete, and adapted to the maturity of the child's age (Abdullah et al., 2020; Baiocchi et al., 2019; Utami & Noorratri, 2021; Zapp et al., 2018).

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Children who are not given sex education in the family from the early tended to have a high curiosity, and learn through friends, renting pornographic DVD's or buying adult magazines (Wajdi & Arif, 2021). This is of course will have a negative impact on children, because the information that presented is not necessarily true and it can be lead students in a negative direction and also can be misleading and cause the problems in the future. Sex education is a form of "preventing" or prevention that is carried out with the aim of stopping unhealthy behavior, the actions that are harmful, dangerous, against the law, and victimization by others. Prevention efforts can be carried out by developing the knowledge, skills, attitudes, behaviors, and resources that needed to improve the health, safety, welfare of individuals and society (Fitriah, 2021; Hidayat et al., 2018). By preventing, students will understand themselves better and can be better to protect themselves from crime (Cirik et al., 2017; Trebilcock & Griffiths, 2022).

It's just that in the reality on the ground shows that the safety and well-being of children in Indonesia are still threatened by violence and child abuse. This can be seen from the many cases of sexual violence that befell students, such as the case of a teacher who abused 12 students in Bandung, a teacher harassed 15 students in Cilacap, teacher harassment of students that occurred in Yogyakarta, and most recently, the emergence of an alleged case teacher harassment of 3 students in Bandung. Threats of violence and sexual abuse of children do not only occur in Indonesia, many countries also experience similar things (Katz et al., 2022; Skafida et al., 2022). Elementary school-age students are an age that is very vulnerable to acts of violence and sexual harassment (Agustina & Ratri, 2019; Riskika et al., 2021). There are various kind causes of violence and sexual harassment. Perpetrators of crime feel that children can be one of the goals for distributing their sexual desires, where this is influenced by the assumption that children are not sufficiently capable of understanding that the act is a crime, or children do not have the courage to refuse the perpetrator's wishes (Arini et al., 2021; Huda, 2021; Krisnani & Kessik, 2019; Strom et al., 2017; Till-Tentschert, 2017). The rise of cases of sexual crimes against children demands that society needs to be more observant and sensitive to the environment and strive for preventative measures.

One of the efforts that can be made to prevent the rampant sexual harassment of students is by carrying out sex education using attractive media. One of the media that can be used to teach sex education to students is pop-up book media. Pop-up's are paper crafts with attractive shapes and consistent shapes on 3-dimensional paper folds when opened (Nabila et al., 2021; Nisa & Wuryandani, 2018). Pop-up media is a form of primary prevention through the dissemination of information and resources that aimed to people in the population who are at high risk of committing or being victims of sexual violence (Maharani et al., 2020). In pop-up books there are elements that will surprising students, namely that each page has dimensions so that the image appears to pop out, and can be moved or shifted and can be adjusted according to the message you want to convey (Sinta & Syofyan, 2020). That raises students' curiosity about the continuation of the story or material that presented so that students become more excited to read. In addition, with pop-up books students can interact with material or stories and also students can become active as actors through observation or touch contained in pop-up books.

Several previous researchs have revealed that pop-ups are an effective medium for pushing messages (subject matter) to elementary school-age students (Bariyyah et al., 2021; Naimah & Setyaningsih, 2021; Sari & Kusmariyatni, 2020). The results of further research also revealed that the use of pop-up books was effectively used as a debilitating educational medium for children (Fitriani et al., 2021; Maharani et al., 2024). The results of other studies also reveal that pop-up book medium can be a solution and make it easier for teachers to instill social caring characters in early childhood and children's social caring characters can develop well (Nisa & Wuryandani, 2018). Based on some of these research results, it can be said that the use of pop-up media has had a positive impact on the learning process of elementary school students. It's just that this research is focused on taking the theme LindungiAku in a pop-up book which contains knowledge about identifying the parts of their body that are important or need to be covered and protected independently by students and the body parts that others may and may not touch. In addition, this book also introduces students to the steps they must take when they have experience violence and sexual harassment from other people. The aim of this research is to develop a valid and effective pop-up book as an educational media for violence and sexual harassment to elementary school students.

2. METHOD

This research belongs to the type of development research, which was developed using the ADDIE model. Development using the ADDIE model is carried out through 5 research stages consisting of analysis, design, development, implementation, and evaluation stages. The stages of analysis are carried out by preliminary analysis, analysis, student character, and material analysis. The purpose of the initial–end analysis is to identify the underlying problems that lead to the need to develop the LindungiAku pop up book. The next stage is selecting pop-up book materials that allow researchers to create educational content

that is sexually reassuring. The design phase is carried out by identifying the scope of the content, determining the use of media and tools needed for media editing, and sketching the interactions that will occur in the content. The third stage is the development stage which consists of creating multimedia elements that will be integrated during the Implementation phase. The implementation stage is carried out by implementing the media that has been developed to students. The final stage of the research is the evaluation stage, at this stage the resulting pop-up book products are tested. Trials were conducted to obtain assessment from expert judgment and students (product market). Rating done by.

The population in this study were all students at SD Negeri 2 Glagah, totaling 120 students. Sampling in this study was carried out using a simple random sampling technique with the final sample being 10 students. There were 2 subjects in this study, namely validators consisting of 2 media experts, 2 material experts, and 2 peer reviewers, as well as test subjects. Data collection in the study was carried out using interviews, questionnaires, and document recording. The interview method was used to collect data in the form of the results of the initial situation analysis of the problem by interviewing the school principal at SD Negeri 2 Glagah. The questionnaire method was used at the implementation stage to measure the feasibility of the product and to find out the effectiveness of using the Pop-up book in increasing students' knowledge about violence and sexual harassment. The document recording method is used to collect data and describe reports on the development of Pop-up Book-based learning media products in accordance with the development model used in the study. The instruments used to collect data in this development research were a list of interview questions and questionnaire.

The research data were then analyzed using two data analysis techniques, namely qualitative descriptive analysis techniques. This technique was used to process data resulting from expert judgment reviews. This technique is carried out by grouping information from qualitative data in the form of input, responses, criticism and suggestions for improvement contained in the questionnaire and the results of the interviews. The results of the conversion of quantitative to qualitative data are then used to revise the research product being developed. The second analysis is inferential statistical analysis (t-test), this analysis technique is used to determine the level of effectiveness of product development on students' knowledge about violence and sexual harassment before and after using the Pop-up Book-based learning media development product. Hypothesis testing using the t-test correlated with SPSS 22.0 calculations. Before carrying out the hypothesis test (correlated t-test) a prerequisite test (normality) is carried out. The trial results were compared to the t-table with a significance level of 0.05 (5%) to determine the effectiveness of using pop up books with the LindungiAku theme. The hypotheses in the study include H0: There is no effectiveness of the LindungiAku pop-up educational media on knowledge of sexual violence and weakening in SD Negeri 2 Glagah students, and hypothesis H1: There is effectiveness of the LindungiAku pop-up educational media on knowledge of violence and sexual harassment in SD Negeri students 2 Glagah.

3. RESULT AND DISCUSSION

Result

This development research was carried out using the ADDIE model, with 5 stages of development. The results of each stage of development are as follows: **the first stage** is the analysis stage which is carried out to identify problems (need assessment) of pop-up book-based educational media. Identification at this stage is carried out online and offline. From the results of observations and interviews, information was obtained that there have been many cases of harassment in education recently, making teachers aware as a form of prevention, schools need to provide education about violence and sexual harassment to students, and SD Negeri 2 Glagah does not yet have tools or media for delivering violence education. and valid and effective sexual harassment for students. At this analysis stage, the researcher also conducted an analysis of the character of the students at SD Negeri 2 Glagah, as well as analyzed the materials and ingredients to be used in the research. Based on the results of the analysis of the character of the students at SD Negeri 2 Galagah, as well as the analysis of materials and materials, the next step is to design a pop-up book. The theme taken and will be applied to the pop-up book media is LindungiAku. The reason for choosing the theme is in accordance with the conditions in the field, the character of elementary school students, as well as the adjustment of the objective of preventing what is in the pop-up book.

The second stage is the research design stage. The design stage is carried out by designing pop-up media storyboards. Making storyboards is made based on the characteristics of students who will use the product. The output at this stage is the LindungiAku pop-up book material framework. In addition to the storyboard, at this stage a product validation sheet is also made based on the validation instrument and product effectiveness test instrument. The product validation instrument was made in the form of a validation questionnaire while the effectiveness test instrument was in the form of a student response questionnaire. The description of the pop-up media storyboard can be seen in Figure 1.

STORY BOARD BUKU POP UP

" JANGAN SEMBARANG SENTUH"

HALAMAN SAMPUL	HALAMAN PERTAMA

BUKU POP UP

GAMBAR ANIMASI

GAMBAR BAGIAN TUBUH ANAK

JANGAN SEMBARANG SENTUH

halo teman-teman,.. apa kalian tahu Tubuh kita sangat istimewa. Yuk, kenali bagian tubuh kita

NAMA PENULIS

Figure 1. Storyboard Buku *Pop Up* LindungiAku

The third stage is the media development stage according to the storyboard that has been made. The first step is to analyze the storyboard that has been made to develop and improve the initial storyline. The second step is making sketches of images manually and selecting material based on the theme of the educational book LindungiAku pop up book. The design style used in the ProtectMe pop up book is a cartoon style. The choice of cartoon style was taken because cartoon has shapes that are in accordance with the character of elementary school children. Display in a pop-up book not all pages use the 180o pop-up type, that is when the paper is opened as a whole, you can see the three-dimensional side of the book. Sketches of images and materials can be seen in Figure 2.
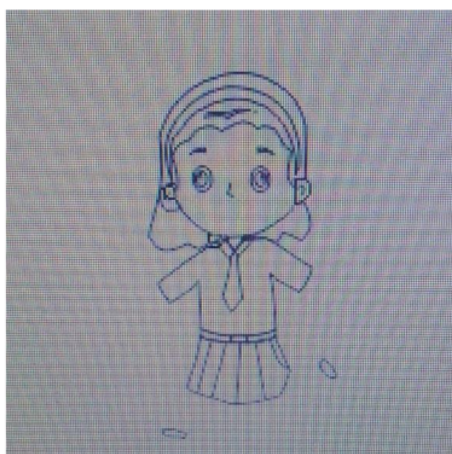
Gambar 2. Sketsa Gambar dan Materi buku *PopUp* LindungiAku

The third step at this development stage is coloring the sketch which is done in a blended way (manually and application). In the coloring process, color selection is based on the tendency of elementary school age children to prefer. The fourth step is writing educational material text on violence and sexual harassment on each page as well as adjusting the image layout. The fifth step is the process of printing and cutting. The paper used for printing is 260gram art paper. The choice of paper is based on the characteristics of the paper which is not too thick but strong enough to support three-dimensional images, besides that the base paper is glossy so that the printed images do not need to be laminated again. In the cutting process, the components of the pop-up book are cut to be arranged into embossed images resembling three dimensions that have space. The components that have been cut into pieces are then finalized into a pop-

up book through a folding and gluing process. The sixth step is to validate the product that has been developed. Validation was carried out on material, pop up book media and practitioners. The initial product validation of the LindungiAku pop up book was carried out by providing the initial product design script and validation instruments to expert judgment, namely one material expert, 2 media experts, and two practitioners. After all validation data has been collected, a revision of the LindungiAku pop up book product is carried out based on the assessments and suggestions of expert judgment.

The results of the assessments, suggestions, and input from the expert judgment of 2 material experts, 2 media experts, 2 practitioners, were then used to evaluate and improve the product being developed. Based on the results of the material expert's assessment, the material in the LindungiAku pop up book falls into the very good and valid category criteria, with a validity value of 4.40. Assessing from media experts, the LindungiAku pop up book as a sexual harassment education medium is included in the good and valid criteria, with a validity value of 4.70. Assessment from practitioners, LingungiAku pop up book is included in very good and valid criteria with a validity value of 3.85. Along with the acquisition of product validity scores, suggestions and input from expert judgment are also given, including the need to add a summary on the first page of the book; selection of font size and type needs to be reviewed, needs to be adjusted according to the age of the product user; and on pages 3 and 4 it is necessary to adjust the writing according to good and correct Indonesian according to EYD (Enhanced Spelling). Following the advice given by the expert judgment, improvements were made to the LindungiAku pop up book.

The fourth stage, namely the implementation stage. At this stage the LindungiAku pop up book that has been developed is a valid sexual harassment education book. To see the effectiveness of the product, a limited trial (product implementation) was then carried out with a limited sample of users. The tryout was carried out by taking a sample of 12 students at SD Negeri 2 Glagah who were taken in a stratified manner based on low- and high-grade levels. The effectiveness assessment was carried out by giving each student a response questionaire, then calculating the knowledge score about sexual harassment. The Protect Me Pop Up Book is said to be effective if the N-Gain score is > 0.7. If the results are not effective, improvements will be made based on the respondent's input. Based on the N-Gain test, data on sexual harassment knowledge obtained an N-Gain score of 75.46 (High). The average score of sexual harassment knowledge before treatment was 56.53 and the average score of the experimental class after treatment was 75.69**.** The next step of the implementation phase is hypothesis testing. Analysis prerequisite tests that must be carried out before testing the hypothesis are normality tests and homogeneity tests carried out with the SPSS 22.0 application. The results of the data normality test obtained a score of 0.197 for the pretest data and 0.263 for the posttest data. From the results of the normality test, both pretest data and posttest data are normally distributed (Sig. Value > 0.05), so that the prerequisite test for the t-test is fulfilled. The next step is to do a one sample t test. The results of the one sample t test obtained a significance value of 0.000, because t-count <0.05 then H0 was rejected. This means that there is effectiveness of Pop-Up Book-based educational media on knowledge of violence and sexual harassment in SD Negeri 2 Glagah students. **The fifth** or final stage in this study is the evaluation stage. The evaluation stage is the final stage of the improvements made based on the results of product trials. From the results of the effectiveness test at the implementation stage, where the pop-up book product was included in the very effective criteria, then at this evaluation stage no further product improvements were carried out, so that at this final stage a LindungiAku pop up book was produced.

Discussion

Based on the results of data analysis, it was found that pop-up book media is valid to be developed and taught to students, because it has significantly increased students' understanding of violence and sexual harassment. The success of developing this media is influenced by several factors, including: **the first factor**, namely, the media being developed has been made full color by determining the right color variations. The use of color in teaching materials has been shown to play an important role in creating emotional reactions, influencing memory performance and students' cognitive abilities (Maharani et al., 2020; Sinta & Syofyan, 2020). Choosing the right color variations for the LindungiAku pop-up book product can attract students' attention so that their interest in reading books increases. Determining educational material that is light but meaningful makes it easier for students to understand the material on violence and sexual harassment presented in the LindungiAku pop up book. The material provided is accompanied by interactive pictures, thus demanding the activeness of students in understanding the full knowledge of violence and sexual harassment (Kurnia et al., 2021; Nurmaningsih et al., 2021).

The second factor is that the pop-up book media has an attractive appearance by containing several parts of the book's pages that are three-dimensional and can move or be moved. In Pop-up books, information is conveyed in the form of attractive images because there are parts that can move, change or form when the book is opened, so as to provide a more effective understanding (Furenes et al., 2021; Xu et

al., 2021). In addition, the form of the book and the interactive presentation of the material, it also gives a surprise to students, this has increased students' desire to read more pop-up books. The dimensions in the pop-up book can increase student enthusiasm, invite student interactivity and use of books can be used independently or in groups (Strouse et al., 2018).

The third factor, namely the material presented has been adapted to the needs and characteristics of students. The application of material flow to gain meaningful knowledge for students has been compiled and included in this pop-up book so that the resulting product is effectively applied as an educational tool for violence and sexual harassment. Image pages that can move or be moved or have 3-dimensional elements that are used to explain violence and sexual harassment material can provide a more attractive visualization of the material (Dahlia et al., 2021; Ndari et al., 2021). It is very important to capture the best ideas about a topic material, when students read, they often keep describing the plot of the story or text in their minds (Prilini et al., 2017). The process of gaining meaningful knowledge for students will be optimal if students get learning experiences that are more challenging and interesting, for example observing, trying, and analyzing (Wahyono et al., 2020). The use of visualization to explain a material topic will make a process of acquiring knowledge more meaningful, deepen understanding of the material being read, and can develop critical thinking skills (Addinna et al., 2019; Shatri & Buza, 2017). Visualization and representation play a key role in creating an active and engaging environment for students. Visualization can increase knowledge retention, successful decision making, and the acquisition of efficient problem solving.

The results obtained in this study are in line with the results of previous research which also revealed that pop ups are an effective medium for delivering messages (subject matter) to elementary school-aged students (Bariyyah et al., 2021; Naimah & Setyaningsih, 2021; Sari & Kusmariyatni, 2020). The results of further research also revealed that the use of pop-up books was effective as a medium for educating children about abuse (Fitriani et al., 2021; Maharani et al., 2020). The results of other studies also reveal that pop-up book media can be a solution and make it easier for teachers to instill socially caring characters in early childhood and children's social caring characters can develop well (Nisa & Wulandani, 2018). Based on some of these research results, it can be said that the use of pop-up media has had a positive impact on the learning process of elementary school students. The LindungiAku pop-up book product as an educational medium can be used by teachers in elementary schools as a tool to educate students about violence and sexual harassment, as well as add insight to teachers in developing pop-up books.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the LindungiAku theme pop-up book media has a high validity value, so it is very feasible to develop and teach elementary school students. In addition, pop-up book learning media can significantly increase students' understanding of violence and sexual harassment.

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