

THE EFFECT OF PERSONAL SAFETY SKILL ANIMATION VIDEO ON THE KNOWLEDGE LEVEL OF SCHOOL AGE CHILDREN ABOUT SEXUAL VIOLENCE

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Abstract

Purpose: The purpose of this study was to determine the effect of Personal Safety Skill Animation Videos on the Knowledge Level of Sexual Violence Prevention in School-Age Children.

Methodology: This research method uses a Quasi Experiment with a sample of 84 respondents. The study was conducted at SD N 23 Marapalam Padang from May to August 2022.

Findings: The results of this study obtained that the average level of knowledge of prevention before being given an animated Personal Safety Skill video was 18.50 and the average level of knowledge of prevention after being given an animated video of Personal Safety Skill was 27.75.

Limitation: The limitation of researchers in conducting this study was from a large sample. Researchers limited the population in the study to children aged 10-11 years or children in grade 4 of elementary school.

Contribution: This research is a research in the field of pediatric nursing and psychiatric nursing which was carried out at SD N 23 Marapalam, Padang City. It is hoped that this research can prevent school-age children from the risk of sexual violence.

Keywords: *Knowledge, personal safety skills, school age children, sexual violence, videos.*

1. Introduction

Elementary school age is the age where it is known as the transition period from early childhood to late childhood until approaching pre-puberty. Children of this age need to be prepared to enter puberty along with the growth and development that occurs in them so that students need to be given information about sexual education (Dewi et al., 2020). School-age children are at risk of experiencing sexual violence because children tend not to have the strength to resist the perpetrator's wishes, the perpetrator's threats to the victim physically and psychologically. In addition, children do not understand about the behavior that must be avoided and the impact or consequences that will come from the act of sexual violence (Septiani, 2021).

World Health Organization (2017) explains that sexual violence is all actions carried out with the aim of obtaining sexual acts or other actions directed at a person's sexuality by using coercion regardless of the relationship status with the victim. Violence against children is an act that is carried out intentionally by perpetrators that can cause harm or harm to children, both physically and psychologically (Utami, 2018). Data on violence against children was obtained in 2021, namely 12,556 cases of child abuse. The highest data on violence against children is sexual violence. Data on sexual violence obtained is almost 45% experienced by children, cases of psychological violence are around 19% and physical violence is around 18% (SIMFONI-PPA, 2021).

The prevalence of sexual violence against children (0-17 years) ranged from 4.4% to 37.6% of whom were girls in Cambodia and Swaziland. This prevalence is more than 25% for most of the nine low- and middle-income countries. The prevalence of sexual violence against boys (0-18 years) was 5.6% in Cambodia to 8.9% in Zimbabwe and 21.2% in Haiti. In the United States, 26.6% of girls and 5.1% of boys were found to be sexually abused and sexually assaulted by the time they were 17 years old (WHO, 2018).

According to Komisi Perlindungan Anak Indonesia (KPAI) in 2016 to 2020, children as victims of sexual violence (rape/obscenity) each year experienced an increase in cases. In 2016 with 192 cases, 2017 decreased from 2% in 2016 which was 188 cases, in 2018 there were 182 cases and in 2019 there was an increase from the previous year by 4%, namely 190 cases, and in 2020 there was a significant increase of 120% cases with incidents of sexual violence as many as 419 cases. There are no cases of children as victims of sodomy/pedophilia from 2016 to 2019, but in 2020 there were 20 cases. Data on children victims of online sexual crimes in 2016 were 112 cases, in 2017 there was a 12% increase in cases, namely 126 cases, in 2018 and 2019 there was a decrease of 7% and 25%, namely 116 cases and 87 cases, and in 2020 there was an increase again as much as 18% that is 103 cases. Data on child pornography victims from social media in 2016 was 188 cases. In 2017 and 2018 there was a decrease in cases of 24% and 5%, namely 142 and 134 cases, and in 2019 there was an increase in cases with a percentage of 10%, namely 148 cases, and in 2020 there was a considerable decline with a percentage of 39%, namely 91 cases (KPAI, 2021).

There were 108 cases of sexual violence in West Sumatra Province in 2016, in 2017 there were 116 cases, in 2018 there were 58 cases and in 2019 there were 105 cases of sexual violence against children. Data from the Women's Empowerment and Child Protection Office of West Sumatra Province, in 2020 there were 282 victims of sexual violence against children and in 2021 there was an increase in cases with a total of 349 cases. Sexual violence against children in West Sumatra is increasing, especially the city of Padang at this time is considered very worrying (Nugrahmi & Mariyona, 2021). Based on a report handled by the Padang City Police, the number of incidents of sexual violence against children in 2021 increased from the previous year. The data obtained from January to November 2021 is that there were 85 cases of sexual violence against children (Wismi, 2021).

Many factors cause children to become victims of sexual violence. Factors causing sexual violence against children when viewed from the point of view of perpetrators of sexual violence are seen from 2 factors that cause sexual violence, namely internal factors and external factors. Internal factors, these causative factors are factors that exist within the individual. This factor can be seen specifically in the individual and his relationship with sexual crimes such as biological, moral, and psychological. External factors, external factors are factors that come from outside the actors such as mass media, economy, and socio-culture (Zahirah et al., 2019). Other risk factors for the incidence of sexual violence against children can be viewed from 3 aspects, namely society/social, parents and family situations, and children (Dania, 2020).

Children who are victims of sexual violence certainly have an impact on them. The impact of sexual violence tends to have a traumatic impact on both children and adults. There are 4 types of impact of trauma due to sexual violence experienced by children, namely betrayal (betrayal), a child must have great trust in his parents and that trust is understood and understood, sexually traumatized (traumatic sexualization), women who experience sexual violence tends to refuse sexual relations and as a consequence become victims of domestic sexual violence; Feelings of helplessness (powerlessness), nightmares, phobias, and anxiety are experienced by the victim accompanied by pain. Feelings of helplessness cause individuals to feel weak and less effective in carrying out activities and work,

stigmatization, sexual violence can make victims feel guilty, ashamed, have a bad self-image (Zahirah et al., 2019).

Children, especially elementary school age children, are very vulnerable to sexual violence. This is because their psychological conditions are not the same as adults. Children have not been able to act rationally like adults who can prevent and protect themselves from dangerous situations, the self-security skills possessed by children will really help them to avoid the dangers of sexual violence (Juarni et al., 2017). In children aged 10 years when given information about knowledge, children effectively absorb information well as they get older (Akgul et al., 2020). The age range is 10-12, where knowledge is strongly influenced by age and environmental factors, as you get older, your grasping power and mindset will also develop so that the knowledge gained will improve. The development of cognition in middle-aged children in the form of increased information processing and communication, increased attention and reasoning, as well as increased language skills such as reading so that it can lead to an increase in the average value of students' knowledge after being given sex education. (Vidayanti et al., 2020).

Efforts that can be made to prevent sexual violence can be done using personal safety skills. One of the factors that affect Personal Safety Skill is the knowledge that the child has. Personal Safety Skills can also be done by training children to improve skills in protecting themselves. Personal Safety Skills or personal safety skills are a set of skills that must be mastered by children in order to maintain their safety and avoid acts of sexual violence. Personal Safety Skills consist of three skill components. The first is recognize, namely the ability of children to recognize the characteristics of people who have the potential to commit sexual violence (predators). The second is resist, namely the child's ability to survive the treatment or acts of sexual violence they experience. The third report, namely the child's ability to report sexually unpleasant actions or behavior he received from adults, being open to parents so that parents can monitor the child's condition (Umar et al., 2018).

Personal Safety Skills can be done using animated video media that can make it easier for children to receive information because in animated video media there are moving images and audio as explanations so that they are easier to understand and not boring so that the material presented is

more interesting to learn. The animated video media used contains an explanation of the characteristics of people who have the potential to commit sexual violence, then how to survive acts of sexual violence, as well as explaining how to report sexually unpleasant acts or behavior they receive, reporting to people who are sexually assaulted. trust and dare to tell parents so that parents are able to monitor the condition of their children (Tirtayanti, 2021).

Vidayanti et al.,(2020) said that for children aged 10-12 years, animated media is effective for increasing sex knowledge of school-age children because with easy explanations of material in presenting information that is quite complex, attracts attention so that it increases motivation and has the ability to increase retention (memory). Ponza et al. (2018) said that the sample of his research on the fourth graders of animated video effectively gave a significant influence on student achievement with the results based on field trials being in very good qualifications, namely 97.16%. In line with previous research, Margareta & Kristyaningsih (2020) that there is an effect of sexual education using animated videos on knowledge of sexuality and ways to prevent sexual violence for school-age children.

The results of the initial survey conducted on 10 May 2022 with the Principal at SDN 23 Marapalam said that there had been no counseling or efforts regarding sexual prevention. The results of interviews with 10 students, 7 students do not know how to do sexual prevention, 2 students say run when sexual violence occurs and 1 student says scream and run if sexual violence occurs. While the survey was also conducted at SD Muhammadiyah Padang. The school principal said that he had conducted counseling regarding the prevention of sexual violence. The results of interviews with 10 students, 5 students said they ran from the perpetrators, 3 students said they reported to their parents and 2 students still did not know how to prevent sexual violence. From the description of the problem, the researcher conducted a study on the Effect of Personal Safety Skill Animation Videos on Knowledge Levels of Sexual Violence Prevention in School Age Children.

2. Research methodology

Study Design

This research is a quantitative research type using a design Quasi Experiment *pretest and post test without control group design*.

Setting

The study was conducted at SD N 23 Marapalam Padang from May to August 2022.

Research Subject

The sample size was 84 people with inclusion criteria in this study, namely willing to become respondents by signing a statement letter willing to become respondents known by their parents, cooperative respondents and already smart reading, grade 4 students (aged 10-11 years) and respondents have never received Personal Safety Skills. While the exclusion criteria in this study were the respondents did not participate in all research activities completely and the respondents were not present at the time of the study.

Instruments

In this study, the researcher gave a questionnaire to determine the respondents' knowledge about Personal Safety Skills. Researchers provide an explanation of Personal Safety Skills using animated video media. To measure changes in respondents' knowledge, at the end the researchers conducted a post test. The instrument used in this study is the Children's Knowledge of Abuse Questionnaire. The questionnaire for the knowledge of preventing sexual violence in children was taken from research conducted by Leslie M. Tutty (2002). This CKAQ questionnaire was then tested for validity that was carried out by Yulianti (2019) shows that all items in the questionnaire are valid with a value of $r_{count} > r_{table}$. The results of the reliability test yielded an Alpha Crombach coefficient of 0.712, which means that it is reliable. Knowledge score ranges from 0 to 33.

Data Analysis

The analysis was done to see the effect of Personal Safety Skill. The test used was paired t test because the data is normally distributed.

Ethical Consideration

This research has passed the ethical review by the Research Ethics Commission Team, Faculty of Medicine, Andalas University in an effort to protect the human rights and welfare of research subjects (753/UN.16.2/KEP-FK/2022).

3. Results and discussions

Table 1
Characteristics of Research Respondents Based on Gender, Socio-Economic and Mother's Education (n=84)

Characteristics of Respondents	Frequency	%
Gender		
Man	24	28,6
Woman	60	71,4
Total	84	100
Socio-Economic		
< Rp.2.000.000	16	19
≥Rp.2.000.000	68	81
Total	84	100
Mother's Education		
No educational background	0	0
Low level of education	1	1,2
Moderate Level of education	59	70,2
High level of education	24	28,6
Total	84	100

Table 1 shows that the distribution of respondents by gender is mostly female, namely 60 people (71.4%). The distribution of respondents based on socio-economic status shows that most of them have an income of Rp. 2,000,000 as many as 68 people (81%). The distribution of respondents based

on mother's education shows that the majority of mothers with secondary education are 59 people (70.2%).

Table 2
Differences in Knowledge of School Age Children Before and After Giving Personal Safety Skills Using Animated Videos (n=84)

Variable	Animated Videos			p
	Mean	SD	95%CI	
Knowledge				
Before	18,50	1,275	-9,668 ;	<
After	27,75	1,387	-8,832	0,001*

Table 2 shows that there are significant differences in the knowledge of school-age children before and after being given Personal Safety Skills using animated videos ($p < 0.05$).

Based on the research, the results showed that before and after the Personal Safety Skill animated video intervention, there was a mean difference of 9.25. Based on the results of the independent t-test, the p value < 0.000 ($p < 0.05$) indicates that there is an effect of the Personal Safety Skill animation video on the knowledge of preventing sexual violence in school-age children at SD Negeri 23 Marapalam, Padang City. Another study also explained that there was an effectiveness of Personal Safety Skill on increasing the ability to prevent sexual violence in children with p-value = 0.012 ($p < 0.05$) (Umar et al., 2018). Another study explained that there was an increase in students' knowledge about preventing sexual abuse before and after being given counseling using animated video media (Sri Tirtayanti, 2021).

After being given animated videos for 2 times, students' knowledge by being given 2 viewings of animated videos made the knowledge of preventing sexual violence increase more than being given 1 time animated video. Through animated videos students are given information about the definition of sexual violence, forms of sexual violence and certain bodies that should not be touched. This is because the discussion on the video that is shown is very interesting, accompanied by appropriate animations of children talking, writings and pictures about the organs of the body that should not be touched (Nurbaya et al., 2020).

Animated media in learning serves to attract students' attention to learn so that they can provide faster understanding. The use of animated video media with easy explanation of material in research has several advantages such as making it easier to present fairly complex information, attracting attention so that it increases motivation and has the ability to improve memory and can increase knowledge (Vidayanti et al., 2020).

Providing sexual education through animated videos can provide individuals with knowledge and create behavior in a person, especially in the introduction of sexual education in children (Margaretta & Kristyaningsih, 2020). According to the results of the study, the provision of an animated Personal Safety Skill video for preventing sexual violence can increase the knowledge of school-age children because the animated video that is shown contains the notion of sexual violence, ways to prevent sexual violence by recognizing the characteristics of perpetrators of sexual violence, body parts that should not be used. being touched by other people and which body parts are allowed to be touched by others, saying no if something happens that the child does not like or dislikes, and how to report sexual violence in the event of an incident of sexual violence against a child. Animated Personal Safety Skill videos are presented with animated video media that are made as attractive as possible so that children are interested in watching animated videos.

Using animated video media that can make it easier for children to receive information because in animated video media there are moving images and audio as explanations so that they are easier to understand and not boring so that the material presented is more interesting to learn (Tirtayanti, 2021). The animated video media used contains an explanation of the characteristics of people who

have the potential to commit sexual violence, then how to survive acts of sexual violence, as well as explaining how to report sexually unpleasant acts or behavior they receive, reporting to people who are sexually assaulted. trust and dare to tell parents so that parents are able to monitor the condition of their children (Sri Tirtayanti, 2021).

4. Conclusion

Implementation of providing Personal Safety Skills using animated videos in increasing the knowledge of school-age children. This is expected to increase students' awareness of the risk of incidents of sexual violence against children.

5. Limitation and study forward

The limitation of researchers in conducting this study was from a large sample. Researchers limited the population in the study to children aged 10-11 years or children in grade 4 of elementary school. Subsequent studies could consider the large size of the sample, as all children are at risk of sexual assault outside the home.

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