



THE INFLUENCE OF EDUCATIONAL VIDEOS ON SEXUAL VIOLENCE KNOWLEDGE IN BENGKULU PUBLIC ELEMENTARY SCHOOLS IN BENGKULU CITY 2021

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Abstract

Cases of sexual violence are ranked first in cases of violence against children. The Indonesian Child Protection Commission (KPAI) stated that from 2011-2016 there were 1,875 cases of sexual violence in early childhood. This study aimed to determine the effect of educational videos on the knowledge of elementary school children about sexual violence in the State of Bengkulu City in 2021. This research is quasi-experimental. The sample size of 60 students for each of the 30 intervention groups and 30 control groups. Analysis using Mann Whitney. The results showed that the average knowledge before intervention in the intervention group was 9.70 and in the control group was 10.73. The average knowledge after intervention in the intervention group was 13.93 and in the control group was 10.80. The analysis showed a significant difference in increasing the average value about maturation after marriage knowledge between groups before and after the intervention with a p value of 0.000. Thus, it is necessary to develop learning and educational methods, to increase health promotion activities, to increase the knowledge of elementary school children about sexual violence

Keywords: Influence, media, video, knowledge, sexual violence

1. Introduction

End Child Prostitution in Asia Tourism (ECPAT) states that sexual violence against children is a relationship or interaction between a child and an older person or adult. It can be a foreigner, sibling, or parent, where the child is used as an object to satisfy the sexual needs of the perpetrator. This act involves coercion, threats, bribes, deception, and even pressure. These sexual violence activities against children do not have to involve bodily contact between the perpetrator and the child as the victim. (Boyscouts of America; Komnas PA, in Noviana 2015)

The incidence of sexual violence against children ranks first as a problem of violence worldwide. WHO (2018) showed that cases of violence that occur in children aged 2-17 years in the world reach one billion cases, with the

incidence of sexual violence recorded in as much as 12% of cases handled, and for Asia-Pacific sexual violence reached 48% of cases from all social status groups.

Cases of sexual violence are ranked first in cases of violence against children. The Indonesian Child Protection Commission (KPAI) stated that from 2011-2016 there were 1,875 cases of sexual violence in early childhood. Meanwhile, according to data from the *pusdatin* in 2018 in the annual records of the women's national commission, the incidence of sexual violence was 2,979, consisting of 1,831 cases committed by close people and 1830 cases by unknown persons.

The impact of sexual violence on children is very significant, which causes the victim to experience depression, stress, and physical health problems Gauthier-Duchesne, Hébert, & Daspe, 2017. In addition, victims who experience sexual violence also have the potential to become the next perpetrator due to sexual disorders experienced and perceptions that are not justified when they become victims. The results of Tursilarini's research (2017) showed that 82% of victims experienced psychological disorders: trauma, and depression, 31% were treated in special rehabilitation centers for sexual violence, 22% attended self-defense courses, and 32% felt that they were profaned and decided to end their life or even disguise themselves as the next perpetrator.

An innovation that can be expanded is the visualization media in the form of audio and images such as video, which is considered to increase children's concentration and interest in the material presented. In line with Yusantika's research (2018), video can effectively increase students' knowledge by achieving completeness of 40% because the video simultaneously involves the senses of sight and hearing.

This study aimed to determine the effect of educational videos on the knowledge of elementary school children about sexual violence in the State of Bengkulu City in 2021.

2. Materials and Method

In this research, the researchers used quasi-experimental. The design used in this study was a pre-test and post-test with a control group (two groups pre and post-design). The population in this study were all students at SDN 55 and 99 in Bengkulu City. Understand the information provided both verbally and nonverbally. The sampling method is by consecutive sampling technique. From the results of the sampling obtained, 60 students with each group of 30 intervention and control samples. Exclusion criteria; Students are physically and mentally healthy and can read well. Present when given counseling/education. Willing to be respondents, students aged 8-10 years and willing to fill out questionnaires. Respondents in this study will be divided into two groups: the control group and the intervention group. The control group will only be given information about sexual violence through leaflet media, while the intervention group will be given educational videos.

The research was carried out from May 7th to May 9th, 2021, at SDN Bengkulu City. The knowledge pre-test and post-test were carried out online via the google form for SDN 55 by filling out the questionnaire given through the WhatsApp group. The knowledge pre-test and post-test implementation were carried out offline for SDN 99. Educational videos were also given via WhatsApp group to SDN 55 respondents, while leaflets were distributed directly to SDN 99 respondents. On the first day, May 7th, 2021, respondents filled out the knowledge pre-test questionnaire sheet and continued with the provision of video animation education. On the second day on, May 8th, 2021, an animated educational video was given, and on the third day, May 9th, 2021, a post-test was carried out after being given an animation education video. During the study, respondents were active in Whatsapp groups and personal chats, and none of the respondents resigned. It was just that some respondents sometimes had signal problems but then re-adjusted in the study after the signal had stabilized. For the control group, on the first day, May 7th, 2021, respondents filled out the

knowledge pre-test questionnaire and continued with giving leaflets. On the second day, May 8th, 2021, they were given leaflets and continued with a post-test.

The instrument used is a questionnaire adopted from the research of Jatmikowati (2015). The questionnaire is an open questionnaire. The results from Syadzwina (2018) with an R table value of 0.19 show that the R table value is smaller than the corrected item value for the 20th item, so it is declared valid.

3. Result

Univariate Analysis

The univariate analysis aims to see the mean, median, minimum and maximum values, standard deviation and standard error, and 95% confidence interval (CI) for the mean based on prior knowledge, information exposure, and parental education.

Characteristics of respondents

Characteristics of respondents in this study aim to describe the respondents who will be examined, which includes based on prior knowledge, exposure to information, and parental education.

Table 1 : Description of Respondents' Characteristics and Equality at SDN 55 and SDN 99 Bengkulu City.

| Karakteristik | Intervensi (n=30) | Kontrol (n=30) | P Value |
|-----------------------------|-------------------|----------------|---------|
| Paparan Informasi | | | |
| Pernah | 8 (26,7%) | 16 (53,3%) | 0,064 |
| Tidak Pernah | 22 (73,3%) | 14(46,7%) | |
| Pendidikan Orang Tua | | | |
| Rendah | 10 (33,3 %) | 7 (23,3 %) | 0,787 |
| Menengah | 16 (53,5%) | 19 (63,3%) | |
| Tinggi | 4 (13,3%) | 4 (13,3 %) | |

It shows that most of the intervention respondents (73.3%) have never been exposed to information media about sexual violence. Meanwhile, in the control group, more than half of the respondents (53.3%) had been exposed to information about sexual violence. More than half of the respondents (53.5%) with the last education were in secondary education (junior high school, high school), while in the control group, more than half of the respondents (63.3%) with the last education in middle school parents (junior high school, high school).

Based on the equivalence test for the information exposure variable in the intervention and control groups, the p-value = 0.064 > 0.05 meant that the information exposure in the intervention and control groups was equal. The equivalence test results for the parental education variable in the intervention and control groups showed the value of p = 0.787 > 0.05, meaning that the education of parents in the intervention group and the control group was equal.

Table 2 : Equality of initial knowledge of respondents at SDN 55 and SDN 99 Bengkulu City.

Tabel 5.2
Gambaran Pengetahuan Responden Sebelum Dilakukan Intervensi
Pada Kelompok Intervensi Dan Kelompok Kontrol Di SD Negeri
Kota Bengkulu Tahun 2021

| Variabel | Kelompok | | P value |
|------------------------------------|------------|-------------|---------|
| | Intervensi | Kontrol | |
| Pengetahuan Awal (Baseline) | | | |
| Mean | 9,70 | 10,73 | 0,857* |
| Min | 7 | 8 | |
| Max | 12 | 13 | |
| SD | 1,535 | 1,484 | |
| SE | 0,280 | 0,271 | |
| CI 95% | 9,13;10,27 | 10,18;11,29 | |

SD, Standar Deviasi, * homogeneity sig p value > 0,05 α 95%

The average value of respondents' knowledge in the intervention group before being given animated educational videos is 9.70. In the control group, the average value of knowledge before being given the leaflet was 10.73. Based on the equivalence test for the knowledge variable before treatment in the intervention and control groups, the p-value = 0.875 > 0.05, meaning that knowledge in the intervention group and control group was equal.

Table 3: Description of the average knowledge about sexual violence in the control and intervention group after being given intervention at SDN 55 and SDN 99 Bengkulu City

| Variabel Pengetahuan | Mean | Min-Max | SD | SE | CI 95% |
|----------------------|-------|---------|-------|-------|-------------|
| Sebelum Intervensi | 9,70 | 7-12 | 1,535 | 0,280 | 9,13;10,27 |
| | 10,73 | 8-13 | 1,484 | 0,271 | 10,18;11,29 |
| Setelah Intervensi | 13,93 | 13-15 | 0,828 | 0,151 | 13,62;14,24 |
| | 10,80 | 8-13 | 1,472 | 0,269 | 10,25;11,35 |

After being given the intervention, it was found that the knowledge value increased in the intervention group, with an average knowledge value of 13.93. In comparison, the value of knowledge in the control group increased by an average of 10.80.

Bivariate Analysis

Bivariate analysis carried out to determine the difference in knowledge before and after the intervention was given between groups which can be seen in the following table:

Table 4 : Differences in knowledge before and after the intervention (n=50)

| Kelompok | Variable | N | Median (min-max) | Z | P |
|------------|---|----|---------------------|--------|-------|
| Intervensi | Pengetahuan tentang kekerasan seksual sebelum diberikan video edukasi | 30 | 10,00 (7-12) | -4,826 | 0,000 |
| | Pengetahuan tentang kekerasan seksual setelah diberikan video edukasi | | 14,00 (13-15) | | |
| Kontrol | Pengetahuan tentang kekerasan seksual sebelum diberikan leaflet | 30 | 11,00 (8-13) | -0,816 | 0,414 |
| | Pengetahuan tentang kekerasan seksual setelah diberikan leaflet | | 11,00 (8-13) | | |

Median, Z, p value sig ≤ 0,05 α 95%, *Wilcoxon

The analysis results for the intervention group, the median knowledge score before the intervention was performed, was 10.00. The median score of knowledge about sexual violence after the intervention was 14.00. The difference in the median score was statistically significant (z=-4,826; showing p = 0.000), so it concluded that there was a difference in the knowledge of the intervention group about sexual violence before and after being given educational videos.

While the analysis results for the control group, the median knowledge score before the intervention was 11.00. The median score of knowledge about sexual violence after the intervention was 11.00. The difference in the median score was statistically significant (z=-0.816; showing p = 0.414), so it concluded that there was no difference in knowledge of the control group about sexual violence before and after being given the leaflet.

Table 5: The Effect of Educational Videos on Knowledge About Sexual Violence in the Intervention Group and Control Group at the Bengkulu City Public Elementary School in 2021

| Kelompok | N | Median (min-max) | U | P |
|------------|----|---------------------|--------|-------|
| Intervensi | 30 | 4,00 (3-6) | 81,500 | 0,000 |
| Kontrol | 30 | 2,00 (-1,5) | | |

SD, Standar Deviasi p value sig ≤ 0,05 α 95%, *man Whitney

The results of the analysis of the value of p = 0.000 < 0.05 then Ha is accepted so that it concluded that educational video media influences knowledge about sexual violence in elementary school children. Analysis, The results of the study using the Mann-Whitney U test showed that there was a significant difference in knowledge about sexual violence between the intervention group (educational video) and the control group (leaflet) at the Bengkulu City State Elementary School (p: 0.000).

4. Discussion

The Differences in Knowledge About Sexual Violence In the intervention group and the control group before and after the intervention

In the intervention group, there was a difference in knowledge about sexual violence before and after being given educational videos ($p: 0.000$). Meanwhile, in the control group, there was no difference in knowledge about sexual violence before and after being given education through leaflets ($p: 0.414$).

A paired t-test statistical test is carried out first (pre-test and post-test) in each research group, namely experimental and control. Based on the analysis of the paired t-test in the experimental group, there was a significant difference in knowledge about smoking and its dangers to junior high school students between the pre-test and post-test because the p-value was $0.256 > 0.05$. It was found in the control group where there is a difference in knowledge of smoking and its dangers through the lecture method to junior high school students between the pre-test and post-test because the p value is $0.451 > 0.05$.

This is in accordance with the results of Vidayanti research et al. (2020). The research informed that animated video media is effective for increasing the sex knowledge of school-age children at Mustokerejo Elementary School Yogyakarta with a minimum value of 61.53 student knowledge and a maximum of 84.61. knowledge of post-test students was 69.23 and a maximum of 92.30, and the value of p-value: was $0.000 < 0.05$.

The Effect of Educational Videos on Knowledge of Elementary School Children About Sexual Violence

The results analysis of the study using the Mann-Whitney U test showed that there was a significant difference in knowledge about sexual violence between the intervention group (educational video) and the control group (leaflet) at the Bengkulu City State Elementary School ($p: 0.000$). This is in accordance with the results of Vidayanti research et al. (2020). The research informed that animated video media is effective for increasing the sex knowledge of school-age children at Mustokerejo Elementary School Yogyakarta with a minimum value of 61.53 student knowledge and a maximum of 84.61. knowledge of post-test students was 69.23 and a maximum of 92.30, and the value of p-value: was $0.000 < 0.05$.

This study is also in line with Rachmawati's research (2016), the research stated that there is an effect of counseling on hand washing with video media on the application of hand washing practices at SDN Nogotirto with an average pre-test value of 52.33 and an average post-test score of 52.33. test 58.62, the average difference is 6.29, and the p-value is $0.02 < 0.05$. The results of statistical tests illustrate that there is a significant increase in both groups, from observations that have made the use of audio-visual media such as video very helpful in increasing children's concentration and memory. This study is supported by Wahyudi's research (2018) which states that the audio-visual influences on increasing children's knowledge with $p = 0.01$. Then supported by Surmita's research (2016), the audio-visual method is a method that is considered fun to give to children because it has visualizations and easy-to-remember tones.

This research is also in line with Kurniasari's research (2017) which states that the provision of video media can influence knowledge because video can reflect a more effective absorption of information by using the senses of sight and hearing and can increase knowledge compared to only using the sense of sight.

The results of this study are also in line with research conducted by Larassati & Rumintang (2018) on adolescents at SDN 1 Lingsar 2018. It was informed that using video media on elementary school children's knowledge has increased with an average result of pre-test (59.00) and post-test (87.38) with an average increase of 28.38%. In addition, research conducted by Johari et al. (2016) also stated that educational videos were able to increase the average knowledge from 49.47 to 78.31 (28.84).

Videos help students understand the material difficult for the teacher to convey. Students' positive views on videos related to understanding the material can be seen in their learning outcomes. Learning outcomes using video are more effective than those who do not use video. Effective means being able to improve learning outcomes compared to learning without using video (Yudistira & Widodo, 2012).

Educational videos and songs are interesting media to convey information related to CSA prevention for children. Based on the study results, the intervention of videos and songs on CSA prevention had potentially improved the level of knowledge and attitudes of elementary school students. Therefore, further research is recommended involving children, parents, and teachers using RCT design using videos and songs into social media applications to increase awareness and prevent CSA in elementary schools (Solehati, Tetti, et al, 2022).

5. Conclusion

Based on the result of the discussion it can be concluded that:

1. More than half of the respondents in the intervention group did not get information exposure, while more than half of the respondents in the control group had been exposed to information about sexual violence. More than half of the respondents had parents with secondary education (junior/senior high school) both in the control and intervention groups. The initial knowledge of the intervention group about sexual violence was 9.70, and the control group's initial knowledge about sexual violence was 10.73.
2. The average value of initial knowledge about sexual violence in the intervention group was 9.70, and after the intervention was 13.93, while in the control group, it was 10.73 and increased to 10.80.
3. There was a significant difference in knowledge about sexual violence in the intervention group ($p: 0.000$). In the control group, there was no significant difference in knowledge about sexual violence ($p: 0.414$).
4. There is an effect of video education on knowledge about sexual violence in elementary school children in Bengkulu City State Elementary School ($p = 0.000$)

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