

THE EFFECT OF EDUCATIONAL VIDEOS ON THE LEVEL OF KNOWLEDGE AND PERSONAL SAFETY SKILLS IN PREVENTING CHILD SEXUAL VIOLENCE SDN KEBON BESAR 2 TANGERANG CITY

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ABSTRACT

Background: Child sexual abuse is sexual coercion or exploitation that is inappropriate for the child's age or emotional condition, including various sexual acts. In 2023, there were 10,932 cases of child sexual abuse in Indonesia. The high rate of sexual abuse is due to a lack of information about sexuality, which is considered taboo. **Objective:** The objective of this study is to determine whether educational videos have an effect on the level of knowledge and personal safety skills in preventing child sexual abuse at SDN Kebon Besar 2 Elementary School in Tangerang City. **Method:** This study used a quantitative method with a quasi-experimental research design and a two-group design. The study population consisted of 70 respondents, with a sample size of 45 people. Bivariate analysis in this study used a bivariate test using a *t*-test. **Results:** The results of the study showed that the level of knowledge in the intervention group increased by 9.78 with a *p*-value of 0.000 (α 0.05), and personal safety skills in the intervention group increased by 24.00 with a *p*-value of 0.266 (α 0.05). **Conclusion:** Educational videos significantly affected knowledge of preventing child sexual violence, but not personal safety skills.

Keywords: “Educational Videos, Child Sexual Violence, Knowledge, Personal Safety Skill”

INTRODUCTION

Primary school-aged children (6-12 years old) are at a crucial stage of development, but they are also vulnerable to sexual violence due to their innocence, curiosity about the body, and lack of knowledge (Margaretta and Kristyaningsih, 2020). The rate of sexual violence against children in Indonesia is very high, reaching 10,932 cases in 2023 (KemenPPA, 2023). Specifically in Banten Province, there were 424 cases in the same year, spread across several districts/cities including Tangerang. Sex education is crucial and must be provided from an early age to equip children with the ability to recognise, protect, and take care of themselves (Ulfa, 2020).

This includes teaching personal boundaries, children's rights, and self-protection (Dihan et al., 2024), as well as providing Personal Safety Skills. Personal Safety Skills comprise three main components: the ability to identify potential perpetrators, resistance (refusal and restraint), and the ability to report inappropriate sexual behaviour. The use of visual media, especially videos, is very effective in conveying information because it is audio-visual, attractive, and easy to understand (Maemunah et al., 2023). Previous research (Vidyanti et al., 2020) at SDN Mustokerjo Yogyakarta also showed that animated videos are effective in increasing school-age children's knowledge about sexuality. Although teachers at SDN Kebon Besar 2 in Tangerang City stated that they had provided education in accordance with the module and claimed that no sexual violence had occurred in the school environment, the researchers saw the need for in-depth research. The researchers were interested in scientifically testing the specific influence of educational videos as a health medium on increasing children's knowledge and personal safety skills in preventing sexual violence. The general objective is to determine the effect of educational videos on the level of knowledge and personal safety skills in preventing sexual violence against children at SDN Kebon Besar 2 in Tangerang

City. The specific objective is to compare the effect of educational videos on the level of knowledge and personal safety skills between the intervention group and the control group.

MATERIALS AND METHODS

This study used a quantitative approach with a quasi-experimental design in a Two Group Design. This design involved two groups, namely the Intervention Group and the Control Group, each of which underwent pre-tests and post-tests to measure the effectiveness of the intervention.

The research population consisted of all fifth-grade students at SDN Kebon Besar 2 Elementary School in Tangerang City. The sample was taken using non-probability sampling through purposive sampling. Using the Slovin formula and adding 10% to prevent dropping, the total sample used was 90 respondents, divided into 45 respondents in the Intervention Group and 45 respondents in the Control Group.

The intervention in this study used educational videos adapted by the researchers with a duration of 4 minutes. The material in the video was compiled comprehensively, covering: (1) the definition of sexual violence; (2) forms of sexual violence; (3) the impact of sexual violence; (4) the locus or place where sexual violence occurs; and (5) identification of perpetrators of sexual violence. In addition, this video also emphasizes self-protection through the introduction of private body parts and strategies for preventing sexual violence independently. Personal safety skills are measured through observation consisting of three main components: Recognize: The subject's ability to identify dangerous situations, including recognizing parts of the body that should not be touched by others. Resist: The subject's ability to take protective or defensive action when faced with threats or attempts at sexual violence. Report: The subject's ability to communicate or report actions that cause discomfort or insecurity that indicate sexual violence to the authorities or a trusted adult.

The main instruments used were a Knowledge Questionnaire (measured using the Guttman scale and tested for validity and reliability with a Cronbach's Alpha of 0.975) and a Personal Safety Skill Observation Sheet (measuring 3 components: recognise, resist, and report).

The data collection procedure began with a pre-test of knowledge and personal safety skills in both groups. The Intervention Group received special treatment in the form of Health Education using Video Media (provided three times a week), while the Control Group received standard treatment using Leaflet Media displayed via LCD. After the intervention was completed, both groups underwent a post-test using the same instruments. Data management was carried out through the stages of Editing and Coding before further analysis was conducted.

RESULTS AND DISCUSSION

1. Univariate Results

Table 1
Univariate Results of the Effect of Educational Videos on Knowledge and Personal Safety Skills
in the Prevention of Child Sexual Abuse at SDN Kebon Besar 2 Elementary School
in Tangerang City in the Intervention Group

Variabel	Pre			Post		
	Mean	SD	Min-Max	Mean	SD	Min-Max
Knowledge	79,11	7,926	60-90	88,89	8,318	70-100
Personal Safety Skill	56,00	15,725	40-80	80,00	16,514	60-100

Table 1 shows that the average knowledge score in the intervention group before the educational video was shown was 79.11, and after the educational video was shown, the average score increased to 88.89. Meanwhile, the personal safety skill score before the educational video was shown was 56.00, and the personal safety skill score after the educational video was shown in the intervention group was 80.00.

Table 2
Univariate Results of the Control Group at SDN Kebon Besar 1 Elementary School, Tangerang City

Variabel	Pre			Post		
	Mean	SD	Min-Max	Mean	SD	Min-Max
Knowledge	70,44	7,965	60-80	74,67	9,677	60-90
Personal Safety Skill	60,00	18,091	40-100	77,33	19,353	40-100

Table 2 shows that the average knowledge score in the control group before being given different treatment from the intervention group was 70.44, and after being given treatment, the average increased to 74.67. Meanwhile, the personal safety skill score before the intervention was 60.00, and the personal safety skill score after the intervention in the control group was 77.33.

2. Results of Bivariate Analysis

a. Normality Test

The normality test of knowledge before and after the video media education was given to the intervention group showed a p-value of 0.721 (>0.05) for the pre-test and a p-value of 0.808 (>0.05) for the post-test. Meanwhile, the normality test for knowledge in the control group showed a p-value of 0.359 (>0.05) for the pre-test and a p-value of 0.199 (>0.05) for the post-test. The normality test for personal safety skills before and after health education with video media obtained pre-test results in the intervention group with a p-value of 0.470 (>0.05) and post-test results with a p-value of 0.079 (>0.05). while in the control group, the pre-test personal safety skill p-value was 0.573 (>0.05) and the post-test p-value was 0.124 (>0.05). From these results, it can be concluded that the data distribution in the bivariate statistical test to be used in this study is a bivariate test using the T-Test.

b. Bivariate Test Using the T-Test

Table 3
Results of Bivariate Analysis Comparing Average Knowledge Scores Between the Intervention Group and the Control Group

Variabel	Group	Mean	SD	Df	t	P Value
Kennowledge	Intervensi					
	Pre	79,11	7,926	88	5,174	0,000
	Post	88,89	8,318			
	Difference	9,78				
	Kontrol					
	Pre	70,44	7,965	87,998	5,174	0,000
	Post	74,67	9,677			
	difference	4,23				

Note: *significant at $\alpha=0.05$

Table 3 shows that the average knowledge score of fifth-grade students at SDN Kebon Besar 2 in Tangerang City before the educational video was shown to the intervention group was 79.11 with a standard deviation of 7.926, and after the educational video intervention, it was 88.89 with a standard deviation of 8.318. Furthermore, after analysis, there was a significant difference between the knowledge scores of the intervention group before and after the educational video was shown. In other words, there was a significant difference in that the educational video could increase knowledge about the prevention of sexual violence among fifth-grade students at SDN Kebon Besar 2 in Tangerang City in the intervention group, which was 9.78 (p value=0.000 $\alpha = 0.05$).

Table 4
Results of Bivariate Analysis Comparing Mean Personal Safety Skill Scores Between the Intervention Group and the Control Group

Variabel	Group	Mean	SD	Df	t	P Value
<i>Personal Safety Skill</i>	Intervensi					
	Pre	56,00	15,726	88	-1,119	0,266
	Post	80,00	19,353			
	Different	24,00				
	Kontrol					
	Pre	60,00	18,091	86,326	-1,119	0,266
	Post	77,33	19,353			
	Diffrent	17,33				

Note: *significant at $\alpha=0.05$

Table 4 shows that the average personal safety skill score of fifth-grade students at SDN Kebon Besar 2 in Tangerang City before the educational video was shown to the intervention group was 56.00 with a standard deviation of 15.726, and after the educational video intervention, it was 80.00 with a standard deviation of 19.353. Furthermore, after analysis, there was no significant difference between the personal safety skill scores in the intervention group before and after the educational video was shown, or in other words, there was no significant difference in the educational video on personal safety skills in preventing sexual violence among fifth-grade students at SDN Kebon Besar 2 in Tangerang City in the intervention group, which was 24.00 (p value=0.266 a = 0.05).

1. Health Education Through Video Media

The results of the study on fifth-grade students at SDN Kebon Besar 2 Elementary School in Tangerang City, in this case, the intervention group based on education using video media on the level of knowledge and personal safety skills, can be seen from the average pretest and posttest scores. The pretest score, or the score before the intervention was given, on the children's level of knowledge was 79.11, and the posttest score, or the score after the intervention was given, was 88.89. The average score for personal safety skills before the intervention was 56.00, and the post-test score after the intervention was 80.00. Therefore, it can be concluded that education using video media has an effect on the level of knowledge and personal safety skills in preventing child sexual abuse.

Video media is a tool for conveying complex information visually and attractively. Video media has the potential to reach a wider population. Educational videos can be an effective tool in raising awareness and knowledge about the prevention of sexual violence. In addition, the use of educational videos in education can help improve children's skills in dealing with situations of sexual violence. Therefore, schools should be able to effectively integrate sexual violence prevention education into biology lessons.

2. Children's Level of Knowledge

The results of the study on fifth-grade students at SDN Kebon Besar 2 Elementary School in Tangerang City, in this case, the intervention group based on knowledge level, can be seen from the average pretest and posttest scores. The pretest score, or the score before the intervention was given, was 79.11, and the posttest score, or the score after the intervention was given, was 88.89. Based on these average scores, it can be seen that the children's knowledge increased after receiving education through video media.

One of the factors that influence knowledge is information. The information obtained by children through health education using media will influence their knowledge or increase their knowledge. Knowledge in the cognitive domain consists of six levels, namely knowing, understanding, applying, analyzing, and synthesizing (Santoso and Desi, 2024).

3. Personal Safety Skill

The results of the study on fifth-grade students at SDN Kebon Besar 2 Elementary School in Tangerang City, in this case, the intervention group based on personal safety skills or children's skills in preventing sexual violence, can be seen from the average pretest and posttest scores. The pretest score, or the score before the intervention was given, was 56.00, and the posttest score, or the score after the intervention was given, was 80.00. It can be seen from these average scores that children's personal safety skills after receiving education through video media have improved but not significantly.

Personal safety skills are the skills to recognize risky situations, set clear boundaries, refuse unsafe invitations, and seek help when needed. These skills are an important foundation for independence and protecting children from various potential dangers.

4. *The Effect of Educational Videos on Knowledge Levels and Personal Safety Skills*

Further analysis showed that there was a significant effect on the level of knowledge in the intervention group and the control group, with a p-value of 0.000 ($\alpha=0.05$). The average increase in knowledge after the intervention was given to the intervention group was 88.89, and the average value in the control group after being given different treatment was 74.67, which means that there was a difference in the intervention group of 9.78 and a difference in the control group of 4.23. Meanwhile, the analysis of personal safety skill scores showed that there was no significant difference between the intervention group and the control group, with a p-value of 0.266 at a significance level of 0.05. The average personal safety skill score after intervention in the intervention group was 80.00, while the average personal safety skill score in the control group after receiving different treatment was 77.33, indicating a difference between the intervention group and the control group. the difference in the intervention group's score was 24.00, and the difference in the control group's score was 17.33.

Research conducted by Vidayanti, Tungkaki, and Retnaningsih, in 2020 on "The Effect of Early Sex Education through Animated Video Media on Increasing the Knowledge of School-Age Children about Sexuality at SDN Mustokorejo Yogyakarta". The results of the study showed that there was an effect on children's knowledge before and after the intervention. Research conducted by Bachri and Putri in 2022 on "Health Education on Education and Personal Safety Skills for the Prevention of Sexual Violence". The results of the study showed that there was an increase in personal safety skills in the prevention of sexual violence.

The inconsistency between knowledge and skills in this study can be explained by behavioral domain theory. Skill changes (psychomotor) are a more complex process and require a relatively longer internalization time compared to information mastery (cognitive). According to Notoatmodjo (2014), the success of skill mastery is greatly influenced by the quality of the educational process, including environmental factors. An unfavorable atmosphere and distractions during education are believed to be the main obstacles for respondents in converting the knowledge they receive into practical skills. Thus, video media in this study was successful at the level of information transfer, but additional methods such as simulations or physical exercises are still needed to achieve changes at the skill level.

CONCLUSION

The educational video intervention was proven to have a significant effect on increasing students' knowledge level regarding the prevention of sexual violence ($p=0.000$). However, the intervention did not have a statistically significant effect on improving personal safety skills ($p=0.266$), although an increase in skill scores was observed in both groups.

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