

# Development of Sexual Education Animation Videos to Improve Sexual Understanding and Understanding of Forms of Sexual Harassment Behavior of Yogyakarta Elementary School Students

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## Keywords

*Sexual Education, Animation Video, Sexual Harassment Behavior, Elementary School Students.*

## ABSTRACT

Sexual education has a crucial role in providing understanding to children about reproductive organs, prevention of sexual violence, and maintenance of intimate organs. This study aims to develop learning media in the form of sexual education animation videos to improve sexual understanding and understanding of forms of sexual harassment behavior in elementary schools. ADDIE research and development methods (Analysis, Design, Development, Implementation, and Evaluation) are used in this product development process. Needs analysis was conducted through interviews with guidance and counseling teachers, as well as classroom teachers in several elementary schools in Yogyakarta. The development phase involves material design, animation video creation, validation by media experts and material experts, as well as field trials. Evaluation is carried out to correct product deficiencies before they are widely implemented. The development results include animated sexual education videos that received "very decent" validation from media experts and material experts. Field trials involved grade V students with results that showed increased sexual understanding and understanding of forms of sexual harassment behavior in classes that used animated videos compared to control classes. The teacher's response to the media shows a high level of practicality. In conclusion, this sexual education animation video is considered feasible, practical, and effective in increasing students' understanding of sexual material and forms of sexual harassment behavior in elementary schools. This media is expected to help teachers in providing appropriate, interesting, and appropriate sexual education according to the needs of elementary school-age children.

## INTRODUCTION

Sexual education is the provision of information and knowledge about several human reproductive organs, as well as providing information about the problem of sexual deviation/violence that must be watched out for (Anaemejeh et al., 2022; Hu et al., 2023; Ross et al., 2021). Sexual education is an effort to provide understanding to children according to their age, about body parts, how to maintain intimate organs, understanding sex differences, and efforts to prevent sexual violence in children (Kurt & Kürtüncü, 2024; Williams-Butler et al., 2023; Zou et al., 2023). Through the delivery of sexual education, it is hoped that it can help children protect themselves from the impact of sexual deviance or abuse, with certain content on television shows and various social media besides that it can make children aware of the importance of protecting themselves and respecting their bodies. Sexual

education is very important to be given early because knowledge about sex, in children can prevent sexual deviation, and prevent children from becoming victims of sexual abuse, by being equipped with sexual knowledge they understand which behaviors are classified as sexual abuse (Adekola & Mavhandu-Mudzusi, 2022; Bloor et al., 2022; Rohanachandra et al., 2023).

Some researchers and teachers in schools have also tried to help convey sexual education to children through various ways in the form of storybook media, props such as dolls, and others. Sexual education isn't just about sex, providing information about human organs is also one part of sexual education (Maudi et al., 2022). An explanation of one's organs and the organs of the opposite sex will make children understand that this is a private thing that must be maintained. Through the provision of such information, they will understand that it is not allowed for others to see and hold their organs without their consent or permission. In addition, this information can teach children about how to take good care of themselves, including their organs. Research reveals that sexual violence prevention will not be optimal if sexual education is only carried out by parents, but it will be more effective if schools also support conducting sexual education in school-age children (Maudi et al., 2022).

The task and role of a guidance and counseling teacher is to provide guidance services in schools to assist students in developing personal lives, social lives, learning activities, and career planning and development. Guidance and counseling services provide facilities for student development individually, in groups, and classically, according to the needs, potentials, talents, interests, development, conditions, and opportunities owned by students (Staley & Blackburn, 2023; Winoto et al., 2021; Yuliastini et al., 2020). The function of guidance and counseling itself, namely the function of understanding, preventive function, development function, healing function, distribution function, adaptation function, adjustment function, repair function, facilitation function, and maintenance function (Hi.Yusuf, 2020; Kurniawati et al., 2020; Kwirinus, 2022). Based on this explanation, guidance, and counseling teachers also play an important role in providing personal and social guidance services and learning about sexual education to students in schools by the function of the guidance and counseling teacher itself (Kusumawati, 2022). What is happening today is that there are still many cases of sexual violence and abuse that occur in Indonesia and occur in children.

According to, sexual harassment is behavior or attention of a sexual nature that is unwanted and unwanted and results in disturbing the recipient of harassment. Based on news and several cases taken by Komnas Perempuan complaint data throughout 2022, shows sexual violence as the dominant form of violence against women (2,228 cases/38.21%), from the official website of the Ministry of Women's Empowerment and Child Protection (Kemen PPPA) received 10,727 reports of cases of violence against women and children. A total of 11,604 people have been victims of violence since January. From these data, the number of children who become victims is more than adults. That is, 56.5 percent of children became victims (Triwijat, 2007). In 2019, the Ministry of PPPA recorded 6,454 children as victims of sexual violence. This number increased in 2020 by 8.14 percent. Then in 2021, an increase of 25.07 percent.

Currently, the provision of education on sexual understanding and understanding of forms of sexual harassment behavior itself has not been fully delivered by the three schools. In this case, the researcher conducted a needs analysis in several elementary schools in Yogyakarta with three teachers, the researcher conducted interviews regarding the application of sexual education in schools including namely 1 fifth-grade homeroom teacher from Mangunan Experimental Elementary School, 1 fifth grade homeroom teacher from Kanisius Kadirojo Elementary School and 1 bk teacher from Joannes Bosco Elementary School. The fifth-grade homeroom teacher at SD Kanisius Kadirojo has provided sexual education services in the classroom such as science subjects, naming, and recognition of male and female organs. Then about Religion, homeroom teachers also gave group discussions according to gender (men and women), and discussions learned about attitudes that can be done and attitudes that should not be done such as touch and bad words.

In addition, BK teachers at SD Joannes Bosco also provide special services for classical sexual education with collaboration in the field of health services, namely bringing in a resource person for a doctor, and providing socialization to large classes, grades 4-6 about puberty. Likewise, SD Experimental Mangunan is currently holding a new program with the theme Asah Asih Asuh for parents, which is expected by parents to also be able to aid students regarding sexuality that has been given by the school. Teachers have used media in the delivery of sexual education such as pictures and props such as dolls. In providing these media, there are still teachers who have not maximized in delivering theory because of the limitations of the media used, some teaching aids are incomplete, the images used are monotonous and the videos displayed are sometimes not by school material, meaning that there needs to be additional material delivered. Currently, teachers are trying to create some special learning programs for sexual education and think of media that can help the delivery of sexual education in an interesting and easily captured by students (Amini & Naimah, 2020; Farhana Umhaera Patty et al., 2022; Fitrianisah, 2022).

Several studies conducted by other researchers show that teachers in elementary schools have started teaching sexuality education in schools, namely research conducted by using sexual learning materials with the subject of human body anatomy, providing knowledge of the differences in the anatomy of the female and male bodies, providing knowledge of body parts that can be touched, body parts that should not be touched, introducing sexual organs, Teach how to act when someone else touches a part of the body that should not be shown to others, why mom or dad undresses children when bathing, who can undress children, where children can undress (Fakhrunnisa, 2023; Mariyati & Rezania, 2021; Wulandari et al., 2021). Then another researcher is developing an educational doll media for the introduction of child sex education (Maryati et al., 2021). Educational doll media is media designed like a human complete with vital equipment parts that can be used to introduce sexual education to children. Some teachers at the ECCE level have implemented basic sex education as an effort to introduce sexual education for early childhood (Palupi, 2017; Putri Sarasati & Cahyati, 2020).

Current learning media that can attract students' attention and is considered effective is animated video media, based on research conducted animated videos are the provision of information that is very influential, effective, and easy to understand in early childhood, because of the colorful images and sounds that attract the attention of children. By displaying animated videos, children quickly know and understand what they want to convey. Based on the study, it is explained that students who are taught using videos/films have a positive outlook that increases their enthusiasm in learning. Because imagination and motivation through audiovisual media can improve student learning outcomes. To improve learning in the classroom, media is needed to convey information. As explained the drive to learn in class is more encouraged/influenced by the media. Through video, media can help students understand things that may be difficult for teachers to convey. Their learning outcomes can be seen from students' positive opinions about videos related to understanding the material and are more effective than those who do not use videos.

Efficiency in this case means improved learning outcomes compared to learning without video. Video is a technology that can be used to convey messages in the form of sound or moving images. Through videos, teachers can include important information about sexual education with supportive images so that teachers do not need to be confused to convey this sexual education to students (Kusumawati, 2023). Develop sexual education videos that can be used as a supplement in the delivery of sexual education as well as classical guidance and counseling services. The content of the video can be adjusted to the age of elementary school students, as well as in the preparation of the subject matter, making backgrounds, animations, and accompaniment music that is interesting for elementary school students (Billa & Solikhah, 2022; Mariyona & Rusdi, 2022, 2022; Salsa Billa & Solikhah, 2022, 2022).

Based on the explanation that has been described earlier, effective media and attracting the attention of students play an important role in the delivery of sexual education material. With the hope that sexual understanding and understanding of the form of sexual harassment behavior can be conveyed well, and easily understood by students, and it is also hoped that the provision of sexual education animation videos can help prevent sexual abuse that occurs in children. Therefore, researchers want to contribute to helping teachers in elementary schools make learning media in the form of animated videos. Researchers want to develop sexual education animation videos that contain age-adjusted material and are arranged based on appropriate reference sources. Through this sexual education animation video, students are expected to better understand and know sexual education and images/examples of forms of sexual harassment behavior.

## **METHODS**

This study uses research and development methods (Research and Development) with a focus on developing sexual education animation videos to improve sexual understanding and understanding of forms of sexual harassment behavior in elementary schools. The development model used adopts the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach developed by Dick & Carry (1996). This product development process involves analyzing the needs of guidance and counseling teachers, material design, making animated videos, implementation in the field, and evaluation.

The development procedure begins with an analysis, in which the researcher collects data on the needs of guidance and counseling teachers as well as classroom teachers regarding sexual education services. The interview method is used as a preliminary study to identify problems and obtain basic information. After that, researchers design materials based on theory, make storyboards, and compile research instrument designs.

The development stage involves the creation of a product, namely a sexual education animation video medium. The animated video is then validated by media experts and material experts to gauge the feasibility of the product. Implementation is carried out in the field, with restrictions on grade V students as research subjects. Evaluation is carried out to correct product deficiencies before they are widely implemented.

Product trial design includes field trials by comparing experimental classes (which use animated video) and control classes (without animated video) to assess product effectiveness. The test subjects involved homeroom teachers and grade V students in Yogyakarta. The data collection instrument involved written tests, validation sheets of material experts and media experts, and questionnaires of teacher responses to the media.

Data analysis involves qualitative and quantitative approaches. Qualitative data were obtained from interviews, expert comments, and advice from teachers. Quantitative analysis involves product feasibility tests, effectiveness tests using the Wilcoxon test, and practicality tests by calculating average scores and percentages. The criteria of feasibility, effectiveness, and practicality are determined based on a certain percentage according to a predetermined rating scale. With this approach, this study seeks to produce sexual education animation videos that are not only interesting and effective but also practical to use in the context of education in elementary schools.

## **RESULTS**

### **Product Trial Results**

At the beginning of the product trial, researchers conducted validation tests with media experts and material experts, after which practitioner expert tests were carried out on BK teachers/homeroom teachers who supervised class V in several schools. After that, the validity test of instrument items and effectiveness tests were carried out on students in 3 schools, namely Mangunan Experimental

Elementary School, Joannes Bosco Elementary School, and Kanisius Kadirojo Elementary School with a total of 3 research subjects from each school so that the overall research subjects amounted to 9 students, and service provision was carried out in the form of classical guidance by providing one group pretest and posttest designs, which is done with treatment before being given a posttest to see if there is an increase in sexual understanding and understanding of forms of sexual harassment behavior before and after treatment using sexual education animation video media.

**Material Expert Validation**

Validators assessed the feasibility of the material from both sexual education animated videos developed by the researcher. Indicators assessed by validators such as the relevance of the video material and the quality of the material on the video. The results of the material expert assessment were analyzed using the Likert scale with 4 alternative answers, namely score 4= Very Decent (SL), score 3= Decent (L), score 2= Not Feasible (TL) score 1= Very Not Feasible (STL). The question items in the material expert validation sheet are 8 items assessed by 4 material experts. The minimum score (Smin) is  $1 \times 8 = 8$ , the maximum score (Smax) is  $4 \times 8 = 32$ , the number of classes is 4 (SL, L, TL, and STL), the length of the interval (P) is  $25:4 = 6$ .

**Table 1. Material Expert Validation Criteria**

Material eligibility criteria		
Value	Assessment Categories	Value Interval
4	Very Worth It	$26 \leq 32$
3	Proper	$20 \leq 25$
2	Not Worth It	$14 \leq 19$
1	Very Unworthy	$8 \leq 13$

Material expert validation criteria are used to see the readability of aspects of sexual education animation video material developed by researchers. The following are the score results given by the four material expert validators:

Based on the validation results from experts, one validator gave a score in the "very feasible" category with a score range of  $26 \leq 32$  and three validators gave a score in the "feasible" category with a score range of  $20 \leq 25$ . Based on these scores, it can be interpreted that validators state that animated videos are appropriate to be used as a medium of guidance and counseling to improve sexual understanding and understanding of forms of sexual harassment behavior.

**Media Expert Validation**

Validators assess the feasibility of both animated videos developed by researchers. Indicators assessed by validators such as visual, audio, and animation. The results of the media expert assessment were analyzed using the Likert scale with 4 alternative answers, namely score 4= Very Decent (SL), score 3= Decent (L), score 2= Not Feasible (TL) score 1= Very Not Feasible (STL). The question items in the media expert validation sheet are 10 items assessed by 2 media experts. The minimum score (Smin) is  $1 \times 10 = 10$ , the maximum score (Smax) is  $4 \times 10 = 40$ , the number of classes is 4 (SL, L, TL, and STL), the length of the interval (P) is  $31: 4 = 8$ . Here are the results of media expert validation:

**Table 2. Media Expert Validation Criteria**

Media eligibility criteria		
Value	Assessment Categories	Value Interval
4	Very Worth It	$33 \leq 40$
3	Proper	$26 \leq 33$
2	Not Worth It	$18 \leq 25$
1	Very Unworthy	$10 \leq 17$

Media expert validation criteria are used to see the readability of media aspects of sexual education animation videos developed by researchers. Based on the validation results from experts, one validator gave a score in the "very decent" category with a score range of  $33 \leq 40$  and one validator gave a score in the "very feasible" category with a score range of  $26 \leq 33$ . Based on these scores, validators can interpret to state that sexual education animated videos are very feasible to be used as a medium of guidance and counseling to improve sexual understanding and understanding of forms of sexual harassment behavior.

#### **Media Feasibility Assessment by Teachers**

The results of the teacher assessment were analyzed using the Likert scale with 4 alternative answers, namely score 4= Very Decent (SL), score 3= Decent (L), score 2= Not Feasible (TL) score 1= Very Not Feasible (STL). The question items in the assessment sheet of the bk teacher or homeroom teacher are 15 items assessed by 3 guidance and counseling teachers and homeroom teachers from the three schools. The minimum score (Smin) is  $1 \times 15 = 15$ , the maximum score (Smax) is  $5 \times 15 = 75$ , the number of classes is 4 (SL, L, TL, and STL), the length of the interval (P) is  $61 : 4 = 15$ . Here are the results of the initial trial assessment by guidance and counseling teachers and homeroom teachers:

**Table 3. Media Assessment Criteria**

Media Assessment Criteria		
Value	Assessment Categories	Value Interval
4	Very Worth It	$62 \leq 75$
3	Proper	$46 \leq 61$
2	Not Worth It	$30 \leq 45$
1	Very Unworthy	$15 \leq 29$

The initial trial assessment criteria were used to view the assessment of sexual education animated video media developed by researchers. Based on the results of teacher assessments in the initial trial, 3 teachers gave scores in the "decent" category with a score range of  $46 \leq 61$ . Based on these scores, it can be interpreted that guidance and counseling teachers and homeroom teacher V stated that sexual education animation videos are suitable to be used as guidance and counseling media or teaching media to improve sexual understanding and understanding of forms of sexual harassment behavior in elementary school students.

#### **Instrument Item Validity Test Results**

The aspects measured were the level of sexual understanding and the level of understanding of forms of sexual harassment behavior in the three schools. Based on a good test for the pretest is used to find out the normal distribution of the experimental group and the control group. Basing on a good test for the *post-test* is used to measure how high the level of understanding of the experimental group and control group students. The pre-test and post-test instrument questions are tested using the Product Moment Formula as follows:

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{(n \sum X_i^2 - (\sum X_i)^2)(n \sum Y_i^2 - (\sum Y_i)^2)}}$$

Then each of these calculations is compared with the r tabel. The r table price for the error level of 5% with  $n = 20$  obtained  $r = 0.444$ . If  $r \text{ count} > r \text{ table}$ , then the item is valid, and if  $r \text{ count} < r \text{ table}$ , then the item is invalid. The table of validity of *pre-test and post-test* instruments of the experimental class and control class can be seen in the following table:

**Table 4. Validity Test Results of the Experimental Class Sexual Understanding Test (SD Experimental Mangunan)**

Pret-Test	Post Test
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No	rcalculate	rtabel	Information	No	rcalculate	rtabel	Information
1	0,793	0,444	Valid	1	0,753	0,444	Valid
2	0,359	0,444	Invalid	2	0,273	0,444	Invalid
3	0,871	0,444	Valid	3	0,856	0,444	Valid
4	0,816	0,444	Valid	4	0,856	0,444	Valid
5	0,523	0,444	Valid	5	0,504	0,444	Valid
6	0,549	0,444	Valid	6	0,592	0,444	Valid
7	0,516	0,444	Valid	7	0,518	0,444	Valid
8	0,663	0,444	Valid	8	0,715	0,444	Valid
9	0,644	0,444	Valid	9	0,641	0,444	Valid
10	0,405	0,444	Invalid	10	0,416	0,444	Invalid
11	0,227	0,444	Invalid	11	0,205	0,444	Invalid
12	0,111	0,444	Invalid	12	0,568	0,444	Valid
13	0,576	0,444	Valid	13	0,518	0,444	Valid
14	0,588	0,444	Valid	14	0,632	0,444	Valid
15	0,604	0,444	Valid	15	0,570	0,444	Valid
16	0,601	0,444	Valid	16	0,526	0,444	Valid
17	0,636	0,444	Valid	17	0,669	0,444	Valid
18	0,688	0,444	Valid	18	0,725	0,444	Valid
19	0,568	0,444	Valid	19	0,581	0,444	Valid
20	0,379	0,444	Invalid	20	0,636	0,444	Valid

**Table 5. Results of the Validity Test for Understanding the Form of Sexual Harassment Behavior in the Experimental Class (SD Experimental Mangunan)**

Pret-Test				Post Test			
No	rcalculate	rtabel	Information	No	rcalculate	rtabel	Information
1	0,478	0,444	Valid	1	0,579	0,444	Valid
2	0,630	0,444	Valid	2	0,813	0,444	Valid
3	0,567	0,444	Valid	3	0,873	0,444	Valid
4	0,431	0,444	Invalid	4	0,780	0,444	Valid
5	0,713	0,444	Valid	5	0,595	0,444	Valid
6	0,736	0,444	Valid	6	0,656	0,444	Valid
7	0,395	0,444	Invalid	7	0,453	0,444	Valid
8	0,601	0,444	Valid	8	0,783	0,444	Valid
9	0,311	0,444	Invalid	9	0,308	0,444	Invalid
10	0,588	0,444	Valid	10	0,573	0,444	Valid
11	0,591	0,444	Valid	11	0,667	0,444	Valid
12	0,306	0,444	Invalid	12	0,273	0,444	Invalid
13	0,550	0,444	Valid	13	0,561	0,444	Valid
14	0,689	0,444	Valid	14	0,495	0,444	Valid
15	0,374	0,444	Invalid	15	0,374	0,444	Invalid

**Table 6. Test Results of Validity Test of Control Class Sexual Comprehension (SD Kanisius Kadirojo)**

Pret-Test				Post Test			
No	rcalculate	rtabel	Information	No	rcalculate	rtabel	Information
1	0,711	0,444	Valid	1	0,581	0,444	Valid
2	0,547	0,444	Valid	2	0,599	0,444	Valid
3	0,525	0,444	Valid	3	0,658	0,444	Valid
4	0,767	0,444	Valid	4	0,766	0,444	Valid
5	0,791	0,444	Valid	5	0,750	0,444	Valid
6	0,598	0,444	Valid	6	0,504	0,444	Valid
7	0,490	0,444	Valid	7	0,476	0,444	Valid
8	0,674	0,444	Valid	8	0,565	0,444	Valid
9	0,508	0,444	Valid	9	0,409	0,444	Invalid
10	0,791	0,444	Valid	10	0,396	0,444	Invalid

11	0,491	0,444	Valid	11	0,493	0,444	Valid
12	0,457	0,444	Valid	12	0,493	0,444	Valid
13	0,452	0,444	Valid	13	0,473	0,444	Valid
14	0,534	0,444	Valid	14	0,539	0,444	Valid
15	0,413	0,444	Invalid	15	0,471	0,444	Valid
16	0,634	0,444	Valid	16	0,581	0,444	Valid
17	0,662	0,444	Valid	17	0,680	0,444	Valid
18	0,473	0,444	Valid	18	0,715	0,444	Valid
19	0,481	0,444	Valid	19	0,658	0,444	Valid
20	0,555	0,444	Valid	20	0,632	0,444	Valid

**Table 7. Results of the Validity Test of Understanding the Form of Sexual Harassment Behavior Control Class (SD Kanisius Kadirojo)**

No	Pret-Test			No	Post Test		
	rcalculate	rtabel	Information		rcalculate	rtabel	Information
1	0,554	0,444	Valid	1	0,735	0,444	Valid
2	0,800	0,444	Valid	2	0,685	0,444	Valid
3	0,647	0,444	Valid	3	0,751	0,444	Valid
4	0,716	0,444	Valid	4	0,465	0,444	Valid
5	0,719	0,444	Valid	5	0,685	0,444	Valid
6	0,455	0,444	Valid	6	0,520	0,444	Valid
7	0,610	0,444	Valid	7	0,630	0,444	Valid
8	0,540	0,444	Valid	8	0,465	0,444	Valid
9	0,540	0,444	Valid	9	0,558	0,444	Valid
10	0,551	0,444	Valid	10	0,744	0,444	Valid
11	0,719	0,444	Valid	11	0,558	0,444	Valid
12	0,716	0,444	Valid	12	0,751	0,444	Valid
13	0,719	0,444	Valid	13	0,744	0,444	Valid
14	0,455	0,444	Valid	14	0,630	0,444	Valid
15	0,610	0,444	Valid	15	0,685	0,444	Valid

Based on the test table conducted for the validity of the test question items there is an experimental class obtained; The sexual comprehension test of 20 questions that have been tested resulted in 15 valid pretest questions with  $r > 0.444$  and 5 invalid questions with  $r < 0.444$ , while the test conducted for the validity of posttest questions from 20 questions that have been tested, resulted in 17 valid posttest questions with  $r > 0.444$  and 3 invalid questions with  $r < 0.444$ . And for the validity of the pretest sexual harassment behavior competent test test items from 15 questions that have been tested, resulting in 10 valid pretest questions with  $r > 0.444$  and 5 invalid questions with  $r < 0.444$ , while the test conducted for the validity of posttest question items from 15 questions that have been tested, resulting in 12 valid posttest questions with  $r > 0.444$  and 3 invalid questions with  $r < 0.444$ .

In the sexual comprehension test control class of the 20-point pretest questions that have been tested resulted in 19 valid pretest questions with  $r > 0.444$  and 1 invalid question item with  $r < 0.444$ , while the test conducted for the validity of the posttest question items from 20 questions that have been tested, resulted in 18 valid posttest questions with  $r > 0.444$  and 2 invalid questions with  $r < 0.444$ . And for the validity of the pretest sexual harassment behavior competent test test items from 15 questions that have been tested, resulting in 10 valid pretest questions with  $r > 0.444$  and 5 invalid questions with  $r < 0.444$ , while the tests carried out for the validity of posttest question items from 15 questions that have been tested, all question items are valid because  $r > 0.444$ .

### **Reliability Test Results**

According to Sugiyono (2018: 268), reliability tests are the degree of consistency and stability of data or findings. Data that is not reliable, cannot be processed further because it will produce biased conclusions. A measuring instrument is considered reliable if the measurement shows consistent results over time. Researchers provided pretest and posttest instruments in the experimental class, namely SD



Joannes Bosco to be tested for reliability first. Pretest and posttest reliability tests were conducted on 20 students in class V. Reliability tests are carried out after validity tests and are tested as valid statements or questions. Cronbach's alpha is between 0.50-0.60. In this study, researchers chose 0.60 as the reliability coefficient. The criteria for reliability testing are:

1. If Cronbach's alpha value  $\alpha > 0.60$  then the instrument has good reliability, in other words, the instrument is reliable or reliable.
2. If Cronbach's alpha value  $< 0.60$  then the instrument being tested is not reliable.

The following are the results of reliability calculations using SPSS:

**Table 8. Distribution of Reliability of Sexual Comprehension Test Questions**

Test Question Items	Number of Question Items	Cronbhach's Alpha	Criterion
Pretest	20	0,798	Reliable
Posttest	20	0,869	Reliable

**Table 9. Distribution of Reliability of Test Questions on Understanding Forms of Sexual Harassment Behavior**

Test Question Items	Number of Question Items	Cronbhach's Alpha	Criterion
Pretest	15	0,815	Reliable
Posttest	15	0,863	Reliable

After testing the validity of the test instrument, then a reliability test is carried out to find out whether the question items to be tested are reliable in providing measurements of student test results. Based on the results of reliability tests, it can be stated that sexual comprehension tests and understanding tests of forms of sexual harassment behavior are declared reliable. The calculation results showed that the reliability of the Pre-test question items for the sexual comprehension test was 0.798, while the Post-test questions were 0.869, and for the test of understanding the form of sexual harassment behavior showed that the reliability of the Pre-test question items was 0.815, while on the Post-test questions, it was 0.863. So, both tests are declared reliable because the test results are  $> 0.60$ .

### **Effectiveness Test Results**

The effectiveness test stage was carried out in the experimental class and control class, namely students of SD Experimental Mangunan as an experimental class and SD Kanisius Kadirojo as a control class with a total of 20 students each so that the total number was 40 students. The effectiveness test is carried out by providing pretest and post-tests of sexual understanding and understanding of forms of sexual harassment behavior. The effectiveness test was conducted to determine the effectiveness of sexual education animation video media to increase student understanding. The following is the stage of testing the effectiveness of sexual education animation video media:

#### **1. Pre-test stage**

The pretest stage is carried out by distributing sexual comprehension tests and comprehension tests of forms of sexual harassment behavior that have been tested. A pretest is carried out before starting classical tutoring services in class, to find out the extent of students' understanding from the beginning before being given material/guidance by the bk teacher.

#### **2. Treatment stage**

Treatment is carried out by airing sexual education animation video media that has previously been tested. The three schools are divided into control classes and experimental classes where the control class is not given animation video treatment, while the experimental class is given animation video viewing treatment. Guidance and counseling teachers provide classical guidance services according to the service implementation plan that has been prepared. First, the guidance

and counseling teacher showed animated videos titled "My Body Change" and "Let's Recognize Sexual Harassment Behavior" in an experimental class. While the control class was not given video shows when classical guidance and counseling teachers only gave lectures and questions and answers containing material.

### 3. Post-test stage

In the post-test stage, guidance, and counseling teachers distribute tests of sexual comprehension and understanding of forms of sexual harassment behavior, aiming to see how high the understanding of students after being given treatment in the experimental class and whether there are differences in the control class that is not given treatment.

### 4. Result

Data collected in the pretest and posttest stages were collected and then analyzed using SPSS. The data that has been collected is first tested using the Normality Test to see that the data is normally distributed. Then, a Paired Sample T-test was carried out to see the difference between the score at the pretest stage and the score at the post-test stage. Furthermore, the N-Gain Test was conducted to determine the effectiveness of sexual education animation video media for elementary school students. Then a homogeneity test is performed to show that two or more groups of data samples are taken from populations that have the same variance. Because the data to be tested is only 2 (two) groups of data, the homogeneity test is carried out using the F (Fisher) test with the help of the *SPSS program*. Here are the results of the tests that have been carried out:

#### a) Normality Test

The normality test was conducted to see the pretest and post-test data from the sexual comprehension test and understand the form of sexual harassment behavior has a normal distribution of data. There were 40 data in the experimental class (20 students) and the control class (20 students) at the pretest and post-test stages. Furthermore, normality tests were carried out using the Kolmogorov-Smirnov test. The decision-making requirements in the Kolmogorov-Smirnov test are as follows:

- 1) If the calculated significant value is greater than 0.05 then the research data are normally distributed
- 2) If the calculated significant value is less than 0.05 then the research data are not normally distributed.

**Table 10. Normality Test Results of Sexual Comprehension Test**

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
Class		Statistics	Df	Sig.	Statistics	Df	Sig.
TPS Results	Pretest Experiment	,118	20	,200*	,928	20	,144
	Postest Experiments	,184	20	,074	,881	20	,018
	Pretest Control	,190	20	,056	,933	20	,173
	Postest Control	,181	20	,085	,877	20	,016

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 11. Normality Test Results of the Sexual Harassment Behavior Comprehension Test**

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
Class		Statistics	Df	Sig.	Statistics	Df	Sig.
TPBPPS	TPBPPS experimental pre-test	,153	20	,200*	,922	20	,106

Post-test TPBPPS experiment	,163	20	,169	,919	20	,095
Pre-test control TPBPPS	,129	20	,200*	,913	20	,072
Post-test control of TPBPPS	,185	20	,072	,900	20	,041

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data from the Kolmogorov-Smirnov normality test from SPSS, it is known that sexual comprehension tests in the experimental class and the control class are normally distributed. With the pretest results of sexual comprehension test in the experimental class Sig>0.05 which is 0.200 and in posttest 0.74 the pretest results in the Sig>0.05 control class, which is 0.56 and in the posttest 0.85, it shows that the data of sexual comprehension test results in the experimental class and control class are normally distributed. Then the pretest results of understanding the form of sexual harassment behavior in the experimental class Sig>0.05 were 0.200 and on the posttest 0.169, the pretest results in the Sig>0.05 control class were 0.200, and on the posttest 0.072, showed that the data on the test results of understanding the form of sexual behavior and harassment were normally distributed.

b) Paired Sample T-test

A paired sample t-test is a different test of two paired samples, paired samples are the same subject but experience different treatments, such as experimental classes that are treated with animated video views and control classes that are not given animated video views. This difference test model is used to analyze the research model before and after treatment. According to Widiyanto (2013: 35), a paired sample t-test is one of the test methods used to assess the effectiveness of treatment, marked by an average difference before and on average after treatment. The T-test has the following hypothetical formulation:

Ho: There was no significant difference in the results of the sexual comprehension test and the understanding of forms of sexual harassment behavior between the experimental class and the control class

Ha: There were significant differences in the results of sexual comprehension tests and understanding forms of sexual harassment behavior between the experimental class and the control class

Then the basis for decision-making on this T-test is:

- 1) If the significance value (2-tailed) < 0.05 then Ho is rejected, and Ha is accepted.
- 2) If the significance value (2-tailed) > 0.05 then Ho is accepted, and Ha is rejected.

Below are the results of the T-test analysis using SPSS:

**Table 12. Results of Paired Sample T-test of Sexual Understanding**

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TPS Results	Equal variances assumed	5,394	,026	-4,887	38	,000	-2,150	,440	-3,041	-1,259

Equal variances not assumed	- 31,80	,000	-2,150	,440	-3,046	-1,254
	4,887	8				

**Table 1. Results of Paired Sample T-test Understanding Forms of Sexual Harassment Behavior**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TPBPP S Results	Equal variances assumed	,013	,909	- 2,343	38	,024	-1,250	,533	-2,330	-,170
	Equal variances not assumed			- 2,343	37,990	,024	-1,250	,533	-2,330	-,170

Based on the results of the T-test conducted, it is known that, in the sexual comprehension test, a 2-tailed significance of  $0.000 < 0.05$  was obtained, which means that there was a significant difference in the results of the sexual comprehension test and understanding the form of sexual harassment behavior between the experimental class and the control class. And in the results of the test of understanding the form of sexual harassment behavior obtained a significance of 2-tailed  $0.024 < 0.05$ ,  $H_0$  was rejected, which means that there was a significant difference in the results of the sexual comprehension test and understanding the form of sexual harassment behavior between the experimental class and the control class.

From the results of these calculations, it can be concluded that the treatment of providing sexual education animation video media is considered effective, characterized by the presence of significance values that meet the requirements for decision-making.

c) N-Gain Test

Normalize gain or N-gain score is designed to determine the effectiveness of the method or treatment used. To calculate the N-gain score, researchers used SPSS. The effectiveness criteria interpreted from the normality gain value according to Meltzer (Karinaningsih, 2010) can be seen in Table 1 below:

**Table 14. N-Gain Normality Value Classification**

Normality Gain value	Criterion
$0.70 \leq n \leq 1.00$	Tall
$0.30 \leq n < 0.70$	Keep
$0.00 \leq n < 0.30$	Low

The average normalized gain (N-gain) score between the experimental class and the control class was used as data to compare the level of understanding. Testing the second difference in average between the experimental class and the control class was carried out with a t-test (Russefendi, 2001). As t-test requirements, the data between the experimental class and the control class must be normally distributed and have the same variance (homogeneous). To determine the effectiveness between these media used the following formula:

The criteria used to state which class is more effective between learning using animated video media and without imitation videos are as follows.

If the effectiveness of  $> 1$ , there is a difference in effectiveness where learning using animated video media is declared more effective than learning without animated video media

If effectiveness = 1 then there is no difference in effectiveness between learning using animated videos and without asnimai videos

If the effectiveness of  $< 1$ , there is a difference in the effectiveness of learning without animated video media is declared more effective than learning using animated video (Suhartini, 2010).

The following are the results of the N-Gain test on the results of the sexual comprehension test and understanding the form of sexual harassment behavior that has been calculated with SPSS:

**Table 15. N-gain Sexual Comprehension Test Results**

No	Experiment			Control		
	Pretest	Posttest	N-Gain%	Pretest	Posttest	N-Gain%
1	18	18	0,00	14	16	2,33
2	16	17	1,19	18	19	1,22
3	17	18	1,20	15	17	2,35
4	17	19	2,41	19	20	1,23
5	16	18	2,38	14	16	2,33
6	19	20	1,23	15	17	2,35
7	18	20	2,44	15	20	5,88
8	14	19	5,81	17	20	3,61
9	19	20	1,23	18	19	1,22
10	19	20	1,23	16	18	2,38
11	14	19	5,81	15	16	1,18
12	15	17	2,35	17	20	3,61
13	17	18	1,20	15	17	2,35
14	18	19	1,22	15	17	2,45
15	16	19	3,57	16	18	2,38
16	15	17	2,35	18	20	2,44
17	17	18	1,20	16	18	2,38
18	15	18	3,53	17	20	3,61
19	14	20	6,98	17	19	2,41
20	16	19	3,57	16	18	2,38
Mean			2,54	2,50		
Max			6,98	5,88		
Min			0,00	1,18		

**Table 16. N-gain Results of the Test for Understanding Forms of Sexual Harassment Behavior**

No	Experiment			Control		
	Pretest	Posttest	N-Gain%	Pretest	Posttest	N-Gain%
1	10	11	1,11	14	15	1,16
2	12	13	1,14	12	13	1,14
3	13	14	1,15	9	10	1,10
4	11	12	1,12	12	13	1,14
5	10	11	1,11	10	12	2,22
6	12	13	1,14	11	14	3,37
7	10	11	1,11	14	15	1,16
8	9	10	1,10	14	15	1,16
9	11	12	1,12	13	11	-2,30
10	13	14	1,15	9	10	1,10
11	11	12	1,12	11	13	2,25
12	12	13	1,14	10	12	2,22
13	13	14	1,15	10	11	1,11
14	11	12	1,12	13	14	1,15
15	14	15	1,16	14	15	1,16

16	13	14	1,15	9	10	1,10
17	9	15	6,59	11	14	3,37
18	14	15	1,16	12	13	1,14
19	14	15	1,16	12	13	1,14
20	9	10	1,10	10	13	1,15
	Mean		1,40			1,35
	Max		6,59			3,37
	Min		1,10			-2,30

Based on the results of the N-Gain test above on the sexual comprehension test, it can be concluded that the average N-Gain score of the experimental class (aired animated video) is 2.54 included in the effective category and the control class (not shown animated video) the average score is 2.50. The results of the N-Gain test on the test of understanding the form of sexual harassment behavior are known to have an average N-Gain score in the experimental class is 1.45 and, in the control, class the average score is 1.35. Based on the average results of the score above, it can be observed that there is a difference in effectiveness where learning using animated video media is declared more effective than learning without animated video media.

#### d) Homogeneity Test

The homogeneity test is used to determine whether the data from the results of research in the experimental class and the control class have the same variance value or not. It is said to have the same or no different (homogeneous) variance value if the significance level is  $\geq 0.05$  and if the significance level is  $< 0.05$  then the data is concluded not to have the same or different variance value (not homogeneous). Here are the homogeneity test results from SPSS:

**Table 17. Homogeneity Test Results of Sexual Comprehension Test**

		Test of Homogeneity of Variance			
		Levene	df1	df2	Sig.
		Statistic			
TPS Results	Based on Mean	1,894	3	76	,138
	Based on Median	1,758	3	76	,162
	Based on Median and with adjusted df	1,758	3	73,954	,163
	Based on trimmed mean	1,899	3	76	,137

**Table 18. Homogeneity Test Results in Test Understanding Forms of Sexual Harassment Behavior**

		Test of Homogeneity of Variance <sup>a</sup>			
		Levene	df1	df2	Sig.
		Statistic			
TPBPPS Results	Based on Mean	,017	3	75	,997
	Based on Median	,040	3	75	,989
	Based on Median and with adjusted df	,040	3	72,411	,989
	Based on trimmed mean	,025	3	75	,995

a. Test result is constant when Class= 33. It has been omitted.

Based on the results of the homogeneity test above, it is known that the significance value of the sexual comprehension test in the experimental class and the control class is  $0.138 \geq 0.05$ , which means that the data on the results of the sexual comprehension test in the control and experimental classes are homogeneous. Then, the homogeneity test results of the sexual harassment behavior understanding test were  $0.997 \geq 0.05$ , which means that the data on the

test results of understanding the form of sexual harassment behavior in the control class and experiments were homogeneous.

e) Practicality Test

This practicality test is carried out to determine the ease of the product you want to use in learning, this practicality is addressed to users, namely teachers. Researchers provide response questionnaires to teachers to determine the ease of users as teachers in providing services to students. Users respond to learning media in terms of preparation, interaction, and storage, the product is said to be practical can be seen from the implementation indicators. The following are the results of the practicality test calculation and interpretation of the test results:

**Bobor Score: T x Pn**

Information:

T: Total number of respondents who voted

Pn: Likert score number selection

**Average weight score:  $x = \sum x \div n = 109/10 = 10.9$**

Information:

$\sum x$ : The total sum of each question's weighted scores

n: Number of questions

$$\text{Formula Index (\%)} = \frac{\text{Total Skor}}{v} \times 100$$

$$\text{Index} = \frac{10,9}{10} \times 100 = 90 / 90\%$$

**Table 19. Practical Scale of Learning Media**

Score	Practicality Criteria
75,01% - 100%	Very Practical or can be used without revision
50,01% - 75%	Practical or usable but needs revision
25.01% - 50%	Quite Practical is recommended not to be used because it needs major revisions
0 - 25%	Impractical and should not be used

Based on the calculation of the practicality test of the teacher response questionnaire, a score of 90% was obtained, which means that the educational animation video media is very practical and can be used without revision.

**Product Revisions**

The revision of sexual education animation video media is carried out through 3 stages, the first revision after being validated by 2 material expert tests, 2 media expert tests, and initial field trials. Researchers have made the first revision by the direction of validators, improving the material and content of the material in m animated video. The second revision was carried out after field trials of 3 guidance and counseling/homeroom teachers. Researchers revised the sexual education animation video with input from guidance and counseling teachers/homeroom teachers. Product revisions are carried out from the results of qualitative data (advice from experts) from the results of validation of media experts, materials, practitioners and comments and suggestions from students, along with the results of product revisions:

**Table 20. Material Expert Product Suggestions and Revisions**

No	Suggestion	Product Revisions
1	<ul style="list-style-type: none"> <li>- Each video has a learning point, the subject matter is adjusted to the material in elementary school.</li> <li>- Language is simplified so that it is easy for elementary school children to understand. The theoretical basis used is listed.</li> <li>- Customize indicators with question items</li> </ul>	Researchers add subjects to the material, and researchers simplify sentences according to the language of elementary school-age children. The researcher fixes the question items according to the existing indicators.
2	<ul style="list-style-type: none"> <li>- Pay attention to the use of language in items in the instrument that need to be adjusted to the respondent</li> <li>- There must be relevance of the item to aspects and indicators</li> </ul>	Researchers fixed language on instrument items tailored to respondents.
3	Sexual understanding is sufficient, but its relationship to forms of student sexual harassment behavior does not appear to have emerged	Researchers added material examples of forms of sexual harassment behavior

**Table 21. Media Expert Product Suggestions and Revisions**

No	Suggestion	Product Revisions
1	<ul style="list-style-type: none"> <li>- Before the word "Hello" (at the beginning of the video) it is necessary to display video identity information, namely, the title of the video, the target user (for what grade students) and the name of the creator (the name of the student and the study program). This info is displayed for at least 5 seconds and can be accompanied by background music as an illustration.</li> <li>- Need explanatory text at minutes 1:57 to 2:09. And in some other segments when there is an important narrative, it is necessary to add explanatory text.</li> <li>- At the end of the video, credit needs to be shown, which is a list of names involved in helping in making the video.</li> </ul>	Researchers added identities to videos such as video titles, student names and campus identities. Researchers added explanatory text to important points, adding video credits at the end of the video
2	<ul style="list-style-type: none"> <li>- Adding concrete language or terms to sexual harassment</li> <li>- Give concrete examples in some parts of sexual harassment, such as what harassing calls look like, and also examples in other sections please add.</li> </ul>	Researchers add concrete terms and examples of concrete images in accordance with those in the material so that it is easily understood by students.

The revisions made have been by the advice of media and material experts. The conclusions and suggestions from BK Teacher practitioners in 3 schools/research sites are as follows:

**Table 22. Results of BK Teacher Practitioner Advice**

No	Suggestion	Follow-up
1	The media created is already good with animations that correspond to the elementary school level	It's been good
2	The animated video developed is good enough, students get an overview of behavior that should not be done	It's been good



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3	The media developed is in accordance with the purpose of guidance, students get a picture of themselves as men and women	It's been good
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### Final Product Review

The final product of this research produced an animated video of sexual education. There are two animated video media developed, with different titles and objectives, because they are tailored to the purpose of the development and this research is to help students improve their understanding of sexuality and understanding of forms of sexual harassment behavior. Video one with the title "My Body Change" and video two "Let's Recognize the Form of Sexual Harassment Behavior", these videos were made a duration of approximately 6 minutes each. Sexual education animation video media used when providing guidance and counseling services helps students to increase sexual understanding of the physical differences between men and women, students can also recognize forms of behavior that are included in sexual harassment. In addition, it can help students to remember and understand behaviors that should not be done and behaviors that should be avoided when faced with the situation.

Then this video gets some input from experts, through several revisions that are by suggestions and criticisms from media experts and the following material is the stage where researchers start developing the final product of the video:

1. Researchers add learning points in animated videos so that students more easily capture learning points from the video because previously researchers did not include/add learning points to animated videos.
2. In terms of language in animated videos, it has been improved by researchers to be simpler and accompanied by concrete images/examples in animation, so that students get a clear picture and easier to understand.
3. The researcher also added the identity of the video to show ownership of the video, because previously it was also not included video credits according to the advice of media experts, so the researchers also added video credits to find out who played a role in the process of making animated videos.
4. In addition, researchers also added explanatory text to help students understand in detail what is being emphasized/discussed in the animated video.

### CONCLUSION

Based on research and development of sexual education animation video media, key findings include validation test results showing "very decent" scores from two media experts, with scores of 39 and 34. This positive assessment implies that the animated video is suitable for use as a medium of guidance and counseling to increase sexual understanding and understanding of forms of sexual harassment behavior. In addition, material validation tests by four experts showed that the material in the animated video was also considered suitable for use as learning material in guidance and counseling. The results of the practicality test showed a teacher response of 90%, indicating high practicality and the ability to use media without revision. The media was also effective in comparative tests between control classes and experimenters, with qualified decision-making significance on sexual understanding and understanding forms of sexual harassment behavior. In conclusion, sexual education animation video media is considered feasible, practical, and effective in increasing students' understanding of sexual material and forms of sexual harassment behavior.

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