Development of the SERIBU (Sex Education, Friendly and Interactive) Application as a Guidance Service Media for Preventive Efforts from Sexual Abuse

Devi Ayu Kurniawati, Galuh Mulyawan, Titi Sunarti

Universitas Bina Bangsa
Surel: Deviayu.official@gmail.com

Abstract: Sexual violence against children is a global problem that affects millions of children every year. This violence often involves abuse of power by the perpetrator to force the victim to carry out unwanted actions. Seeing these conditions, sex education is an important effort to teach children how to protect themselves. Guidance and counseling (BK) services can provide psychological and emotional support to children who may have experienced violence or sexual abuse, and help them understand and manage the impact. The guidance and counseling service process requires BK teachers to use media that is easy to understand so that the material can be conveyed clearly to children. It is hoped that the development of application-based interactive educational media can facilitate children's understanding and increase their interest in learning by presenting information about sexual education through text, animated videos and interesting quizzes to test their understanding of the material presented.

Keywords: Development; application; sexual abuse; guidance and counseling

Introduction

Sexual violence against children is a global problem that affects millions of children every year. WHO notes that sexual violence can have serious long-term impacts on children's physical, mental and emotional health (Organization, 2021). In Indonesia, the prevalence of sexual violence against children is high. Data from the National Commission for Child Protection (Komnas PA) shows that in 2023, there will be 3,547 complaints of cases of violence against children, of which 1,915 involve sexual violence (Noer & Kartika, 2022). Sexual violence often involves abuse of power by the perpetrator to force the victim to carry out unwanted actions (Herman, 2015)(Hidayat et al., 2024). In addition, sexual violence often includes elements that make victims feel helpless, including threats or inducements from the perpetrator (Koss et al., 2007). Victims often feel trapped in difficult situations and unable to fight or escape (Kirana & Listyani, 2023; Kurniasari, 2016).

The negative impacts of sexual abuse on children include psychological, social and physical aspects that can continue into adulthood (Downing et al., 2021). Psychologically, victims can experience isolation, lack of self-confidence, mental health disorders such as depression and excessive anxiety, as well as difficulty sleeping and nightmares (Hidayati & Amalia, 2021; Putri et al., 2024). Physically, the impact can include bruising, tears in the hymen, pregnancy, and bleeding in the reproductive organs (Anindya et al., 2020; Octaviani & Nurwati, 2021). From a social perspective, victims may experience stigma from society, fear of interacting with other people, and decreased motivation. Therefore, preventing sexual abuse of children is very important (Noviana, 2015; Wulandari & Saefudin, 2024).

Seeing this condition, sex education is an effort to teach children how to protect themselves (Maharani et al., 2022; Mutaqin et al., 2023). Sex education not only provides knowledge about reproductive anatomy and healthy sexual behavior, but also an understanding of personal boundaries, the importance of consent, and how to respond to unsafe or uncomfortable situations (Abduh & Wulandari, 2016; Dewiani et al., 2019). The function of

Guidance and Counseling (BK) services in schools is also very important in this context. Counseling services can provide psychological and emotional support to children who have experienced violence or sexual abuse (Eva et al., 2024; Triyono & Rimadani, 2019), as well as helping them understand and manage the impact (Dewi, 2019). In addition, guidance and counseling services in sex education also help in developing social skills and conflict resolution (Wahyuningsih, 2017), so that children can be more empowered in protecting themselves and avoiding potentially dangerous situations (Downing et al., 2021; Mkonyi et al., 2021). This preventive measure aims to end abuse, exploitation, trafficking and all forms of violence against children, so that they can live free from fear and harassment.

The process of guidance and counseling services for children requires BK teachers to use media that is easy to understand so that the material can be conveyed clearly to children (Astutik, 2018; Suriani, 2022). Along with technological developments, guidance and counseling teachers are faced with demands to be more creative in using technology in guidance and counseling services (Mulyawan et al., 2023; Mutmainnah[1] et al., 2017). Pratiwi dan Wiyono (Ilfana & Herdi, 2022) show that the use of information technology in guidance and counseling can increase the effectiveness of services and child involvement (Mulyawan et al., 2024). The lecture method is currently considered less effective, especially in this millennial era. This method only places the focus on the teacher and does not encourage optimal interaction between children and teachers (Amin, 2019). Apart from that, the lecture method is also considered no longer appropriate to current developments, which unfortunately ignores the potential of using software and hardware as a means of developing guidance service media, especially in the current era of information technology (Satriani, 2018; Wilson, 2020). Uninteresting learning methods often make students lose interest in understanding the material (Kurniawati & Erwinda, 2023)

The development of application-based interactive educational media is expected to facilitate children's understanding and increase their interest in learning by presenting information about sexual education through text, animated videos and interesting quizzes to test their understanding of the material presented. Based on this explanation, a media was designed in the form of an Android application to provide personal-social guidance services to fourth grade elementary school children. This application contains sex education material tailored to their age characteristics, designed to be attractive and easy to understand. The development of an Android-based sex education application was chosen because its features are simple, appropriate to children's abilities, and attractive to them. This application is expected to be an effective medium in providing sex education to fourth grade elementary school children, allowing them to access information, pictures and educational videos about sex education, so that they can learn about themselves, interactions with other people, and how to take care of themselves according to their stage. their age development.

Method

This type of research is Research and Development (RnD) which is a process for developing a new product or perfecting an existing product. The development model used in this research is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage must be carried out in a structured and continuous manner (Cahyadi, 2019; Setiawan et al., 2021).
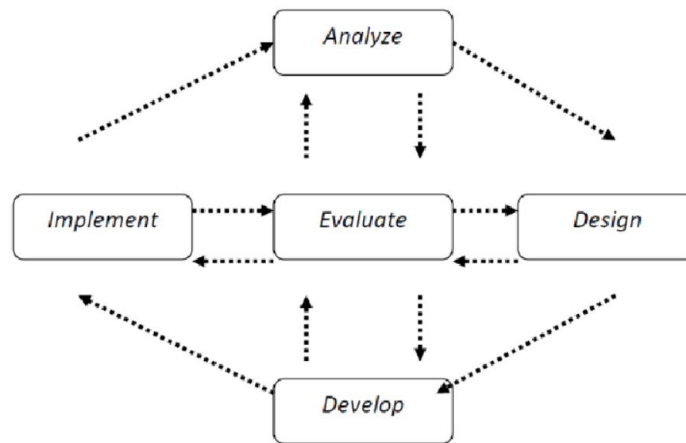
Figure 1. ADDIE Model Development Stage

Data sources were obtained from elementary school teachers, both public and private, in Serang City, Banten Province. Data collection techniques used include interviews, observation, and literature study. Testing the validity of the SERIBU application is carried out through several aspects, namely in terms of the guidance material contained in the SERIBU application and the SERIBU application media. The results of data analysis are used as a basis for revising the products to be developed. Quantitative data in this research was obtained from the results of filling out assessment questionnaires about media by material experts and media experts, as well as observation sheets whose measurements were used on a Likert scale. Data obtained from the questionnaire scores were then analyzed by calculating the frequency of answers for each alternative chosen by the respondent and multiplying by 100%. The results of the eligibility percentage are converted into categories or eligibility criteria based on the following assessment qualification table (Haka et al., 2021)

$$persentase = \frac{skor\ yang\ diperoleh}{skor\ maksimal} \times 100\%$$

Table 1 Product Eligibility Criteria

Eligibility percentage (%)	Eligibility criteria	Information
0-20	Invalid	Revision
21-40	Not valid	Revision
41-60	Fairly valid	Minor revision
61-80	Valid	No need for revision
81-100	Very valid	No need for revision

Results and Discussion

In this research, the product produced is an application called SERIBU, which stands for "Friendly and Interactive Sex Education." This application is aimed at school students as a guidance service medium for self-protection from sexual harassment. Application development is carried out using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation and Evaluation.

181

In the initial stage, namely analysis, researchers conducted a preliminary study in several elementary schools in Serang City to find out the problems and needs of both teachers and students, as well as analyzing the appropriate type of media to use to solve these problems. Furthermore, at the design stage, after conducting analysis, it was found that the appropriate and frequently used media was application media. This stage continues with the design and development of an application that presents information about sexual education through text, animated videos and interesting quizzes to test students' understanding of the material presented.

Figure 2. Stages of Design and Development of the SERIBU Application

There is also a validation or expert testing stage in the development of this application media, which is carried out to assess the suitability of the product, both in terms of media and material. The assessment was carried out by two expert judgment people from each scientific field. Assessment of the media aspect includes the initial appearance of the application, use of font and size, color combination, image graphics, sound/audio support, clarity of sound/audio, and ease of use of the application. Meanwhile, in the material aspect, the assessment includes the use of language, suitability of the material with basic and core competencies, correctness of the material concept in terms of scientific perspective, appearance appropriate to age level, and ease of use of the application.

Table 2. Media Expert Validation Results

Assessment aspect	Expert I	Expert II	Average	Total
Application Initial Display,	80	84	82	
Use of fonts and sizes in applications,	87	88	87,5	
Color Combinations in Applications	84	89	86,5	
Image Graphics On Applications,	87	85	86	86,5 %
Sound/Audio Support,	90	92	91	
Voice/Audio Clarity,	90	90	90	
Harmony of application display on each slide	85	80	82,5	

From the results of media expert validation, it is known that several aspects of the application have been evaluated with excellent results overall. The initial appearance aspect of the application received an average score of 82, equivalent to 88.5%. The use of fonts and sizes in the application is considered good with an average score of 87.5. The app's color combination also received an average score of 86.5, indicating attractive and balanced visuals. The graphic image received an average score of 86, indicating adequate image quality and in line with expectations. Sound or audio support was rated as very good with an average score of 91, indicating good audio quality, while sound clarity received an average score of 90, indicating audio that is clear and easy to understand. The application compatibility aspect on each slide received an average score of 82.5, indicating that this application is easy to use. Overall, the SERIBU application from the media aspect received an average score of 86.5%, is in the very valid category, and does not require revision.

Table 3. Material Expert Validation Results

Assessment aspect	Expert I	Expert II	Average	Total
Application Initial Display,	82	84	83	
Use of fonts and sizes in applications,	80	83	81,5	
Color Combinations in Applications	80	84	82	84,25
Image Graphics On Applications,	82	83	82,5	
Sound/Audio Support,	87	90	88,5	
Voice/Audio Clarity,	86	90	88	

Based on the assessment of two subject matter experts, the application is evaluated in various important aspects to determine overall quality. The use of language in the application received an average score of 83, indicating fairly good and communicative language. The suitability of the material with basic and core competencies received an average score of 81.5 and 82 respectively, indicating this application is effective in aligning the material with educational standards. The assessment of the correctness of the material concept from a

183

scientific perspective received an average score of 82.5, indicating that the material was correct and scientifically appropriate. The age-appropriate appearance of the application received an average score of 88.5, indicating a visual design that is suitable for elementary school students. The application's ease of use received an average score of 88, indicating the application is easy to use and fits its purpose. Overall, the SERIBU application got an average score of 84.25%, which means it is in the valid category and does not need to be revised.

Conclusions and Suggestions

Based on expert test assessments, both from media experts and material experts, the SERIBU (Friendly and Interactive Sex Education) application is considered very valid. In the media aspect, validation results by media experts show that the SERIBU application has very good quality in various aspects, including initial appearance, use of fonts, color combinations, image graphics, and audio support. The average score obtained was 86.5, which places it in the very valid category and does not require revision.

In the material aspect, the evaluation carried out by two material experts also showed satisfactory results. The use of language in the application is considered good, reflecting effective communication. The suitability of the material with basic and core competencies received a high score, indicating the effectiveness of the application in aligning the material with educational standards. The correctness of the material concept received a score of 82.5, indicating that the material was based on correct scientific concepts. The app's visual design was rated as excellent, suitable for elementary school age users, and the app's ease of use also scored highly. Overall, the SERIBU application obtained an average score of 84.25%, which means this application is valid and does not require revision.

Bibliography

Abduh, M., & Wulandari, M. D. (2016). *Model pendidikan seks pada anak sekolah dasar berbasis teori perkembangan anak.*

Amin, S. (2019). Peningkatan profesionalisme guru melalui pelatihan pengembangan media pembelajaran sparkol videoscribe di Kabupaten Malang. *Jurnal Pengabdian Pada Masyarakat*, *4*(4), 563–572.

Anindya, A., Syafira, Y. I., & Oentari, Z. D. (2020). Dampak psikologis dan upaya penanggulangan kekerasan seksual terhadap perempuan. *TIN: Terapan Informatika Nusantara*, *1*(3), 137–140.

Astutik, C. (2018). Penerapan Layanan Bimbingan dan Konseling Pada Anak Usia Dini. *Alpen: Jurnal Pendidikan Dasar*, *2*(2).

Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, *3*(1), 35–42. https://doi.org/10.21070/halaqa.v3i1.2124

Dewi, R. (2019). *Upaya Pencegahan Narkolema (pornografi) pada Peserta Didik dengan Layanan Informasi di SMP 2 Hulu Sungkai Lampung Utara*. UIN Raden Intan Lampung.

Dewiani, K., Purnama, Y., & Yusanti, L. (2019). Pendidikan Seks Dini Dan Kesehatan Reproduksi Anak Untuk Siswa Sekolah Dasar. *Dharma Raflesia: Jurnal Ilmiah Pengembangan Dan Penerapan IPTEKS*, *17*(2).

Downing, N. R., Akinlotan, M., & Thornhill, C. W. (2021). The impact of childhood sexual abuse and adverse childhood experiences on adult health related quality of life. *Child Abuse & Neglect*, *120*, 105181.

Eva, N., Shanti, P., Hidayah, N., & Bisri, M. (2024). Pengaruh dukungan sosial terhadap kesejahteraan psikologis mahasiswa dengan religiusitas sebagai moderator. *Jurnal Kajian Bimbingan Dan Konseling*, *5*(3), 12.

Haka, N. B., Suryaasih, P. A., Anggoro, B. S., & Hamid, A. (2021). Pengembangan multimedia interaktif terintegrasi nilai sains sebagai solusi peningkatan kemampuan berpikir kritis kelas XI mata pembelajaran biologi di tingkat SMA/MA. *Quagga: Jurnal Pendidikan Dan Biologi*, *13*(1), 1–13.

Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Hachette uK.

Hidayat, R. R., Gandasari, N. M., & Ismail, F. F. P. (2024). Analisis Kriminologis terhadap Kasus Kekerasan Seksual pada Putri Sulung Pinkan Mambo oleh Ayah Tirinya. *Indonesian Journal of Islamic Jurisprudence, Economic and Legal Theory*, *2*(1), 93–108.

Hidayati, L. N., & Amalia, R. (2021). Psychological impacts on adolescent victims of bullying: phenomenology study. *Media Keperawatan Indonesia*, *4*(3), 201.

Ilfana, A., & Herdi, H. (2022). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Layanan Bimbingan dan Konseling di Sekolah: Problematika dan Solusinya. *Jurnal Paedagogy*, *9*(2), 241–247.

Kirana, T. R., & Listyani, R. H. (2023). Analisis Pengalaman Mahasiswa Laki-laki Sebagai Korban Pelecehan Seksual. *Paradigma*, *12*(2), 241–250.

Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, *31*(4), 357–370.

Kurniasari, A. (2016). Faktor Risiko Anak menjadi Korban Eksploitasi Seksual (Kasus di Kota Surabaya). *Sosio Konsepsia: Jurnal Penelitian Dan Pengembangan Kesejahteraan Sosial*, *5*(3), 113–134.

Kurniawati, D. A., & Erwinda, L. (2023). Revitalisasi pendidikan karakter: Multimedia interaktif berbasis articulate storyline sebagai solusi modern. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *9*(2), 965.

Maharani, R. F., Wulandari, M. D., & Psikolog, M. P. (2022). *Efektivitas Media Sex Education Islamic (SEI) Untuk Meningkatkan Perlindungan Diri Anak Dari Pelecehan Seksual Di SD Muhtadin Kota Madiun*. Universitas Muhammadiyah Surakarta.

Mkonyi, E., Mwakawanga, D. L., Rosser, B. R. S., Bonilla, Z. E., Lukumay, G. G., Mohammed, I., Mushy, S. E., Mgopa, L. R., Ross, M. W., & Massae, A. F. (2021). The management of childhood sexual abuse by midwifery, nursing and medical providers in Tanzania. *Child Abuse & Neglect*, *121*, 105268.

Mulyawan, G., Kurniawati, D. A., & Sari, M. (2024). *Pengembangan Buku Bertekstur dalam Menstimulus Motorik Halus Anak*. *8*(4), 749–756. https://doi.org/10.31004/obsesi.v8i4.6028

Mulyawan, G., Mahendra, Y., & Kurnaedi, N. (2023). Art therapy sebagai coping stress pada

siswa remaja. *Ristekdik: Jurnal Bimbingan Dan Konseling*, 8(4), 575–579.

Mutaqin, M. F. T., Bosrowi, B., Islamawan, A., Prihatin, D. T., Sutedi, D., Febbiyanti, F., Fitrianingsih, F., Prihatini, M., Ramandani, M., & Maulani, N. G. (2023). Penguatan Literasi Digital Pada Era Disrupsi Digital Pada Remaja Di Pulo Panjang. *MULIA (Jurnal Pengabdian Kepada Masyarakat)*, 2(2), 32–40.

Mutmainnah[1], A. N., Yulidah, R., & Yuniarti, S. (2017). *Media bimbingan konseling berbasis hypermedia*.

Noer, K. U., & Kartika, T. (2022). *Membongkar kekerasan seksual di pendidikan tinggi: pemikiran awal*. Yayasan Pustaka Obor Indonesia.

Noviana, I. (2015). Kekerasan seksual terhadap anak: dampak dan penanganannya. *Sosio Informa*, 52819.

Octaviani, F., & Nurwati, N. (2021). Analisis faktor dan dampak kekerasan seksual pada anak. *Jurnal Ilmu Kesejahteraan Sosial HUMANITAS*, 3(2), 56–60.

Organization, W. H. (2021). *Violence against women prevalence estimates, 2018: global, regional and national prevalence estimates for intimate partner violence against women and global and regional prevalence estimates for non-partner sexual violence against women*. World Health Organization.

Putri, L. R., Pembayun, N. I. P., & Qolbiah, C. W. (2024). Dampak Kekerasan Seksual terhadap Perempuan: Sebuah Sistematik Review. *Jurnal Psikologi*, 1(4), 17.

Satriani, S. (2018). Inovasi pendidikan: Metode pembelajaran monoton ke pembelajaran variatif (metode ceramah plus). *Jurnal Ilmiah Iqra'*, 10(1).

Setiawan, H. R., Rakhmadi, A. J., & Raisal, A. Y. (2021). Pengembangan Media Ajar Lubang Hitam Menggunakan Model Pengembangan Addie. *Jurnal Kumparan Fisika*, 4(2), 112–119. https://doi.org/10.33369/jkf.4.2.112-119

Suriani, I. (2022). Layanan Bimbingan dan Konseling Terhadap Penggunaan Media Sosial pada Anak Usia Dini. *BUHUTS AL ATHFAL: Jurnal Pendidikan Dan Anak Usia Dini*, 2(1), 1–15.

Triyono, T., & Rimadani, R. (2019). Dampak Cyberbullying Di Media Sosial Pada Remaja Dan Implikasinya Terhadap Pelayanan Bimbingan Dan Konseling. *Jurnal Neo Konseling*, 1(1).

Wahyuningsih, D. D. (2017). Pendidikan seksualitas pada remaja melalui media pembelajaran. *Prosiding Seminar Nasional Bimbingan Dan Konseling*, 1(1), 46–51.

Wilson, A. (2020). Penerapan metode pembelajaran daring (online) melalui aplikasi berbasis android saat pandemi global. *SAP (Susunan Artikel Pendidikan)*, 5(1).

Wulandari, Y. A., & Saefudin, Y. (2024). Dampak Psikologis Dan Sosial Pada Korban Kekerasan Seksual: Perspektif Viktimologi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(1), 296–302.