Development of "Pa Asik" Flashcard Gaming Media as a Prevention of Physical Violence in Children 4-6 Years in Dki Jakarta

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ABSTRACT

This study aims to develop a product in the form of flashcard game media for children aged 4-6 years. The research and development method (Research and Development) with the ASSURE model is used. The "PA ASIK" flashcard game media was developed as an effort to prevent violence against children aged 4-6 years in Jakarta, Indonesia. Media and material experts have validated the flashcard. The first validator classifies the validation into 97%. It is a very good categorization with 75% of the average value. The second validator reveals that the flashcard is in 90% of the outstanding category. The researchers have conducted a trial out of the flashcard in small and large groups of children. In the small group trials, the flashcard was given to ten respondents. The parents who observe their children while playing with the flashcard obtained an average value of 90.18%, with the very good category. The large group trials obtained an average value of 87.12% with the very good category. Based on the information, it can be concluded that the developed flashcard media can be used on children aged 4-6 years.

Keywords: R&D, flashcards, physical violence.

1. INTRODUCTION

Violence against children cases tends to increase every year. The cases include sexual, physical, verbal, psychosocial, emotional, and rejection violence. Emotional violence is in the form of rejection, terror, isolation, and dissociation. Meanwhile, verbal violence takes the form of mocking, vilifying, and so on. Physical violence is in the form of oppression that causes injury, bruising, physical pain, or other physical sufferings—for instance, hitting, kicking, pinching, grabbing, which cause someone to be injured, or even death.

Nuranah et al. reveal that 7.46% of boys and 5.68% of girls under 18 experienced sexual violence. They received a different kind of violence. There were about 38.86% of boys and 9.53% of girls who got physical violence. Meanwhile, boys who experienced emotional violence were 12.28%, and 4.55% were girls[1]. Moreover, different findings reveal by Janise et al., who conducted a study at the Bhayangkara Hospital Manado in 2013, showing that the violence was dominated by physical violence with a percentage of 66% (bruised body parts as much as 53%, torn wounds, 27 %, and 20% abrasions). The percentage of sexual violence experienced by children was 34% [2].

Some children in Jakarta, Indonesia, received non-sexual violence in physical, verbal, and emotional violence. There were some factors why non-sexual violence occurred. The main factor was helplessness. The perpetrator could dominate to harm the victim to death since they could not avoid the violence. The other factors were family disharmony, economic background, and online games exposure. To prevent non-sexual violence against children, they have to be given their fundamental right to receive protection from all forms of violence [3].

In line with this, Malinosky et al. revealed that physical violence gives short-term effect-direct adverse health effects to the victim, such as physically injured or even death, and long-term effects. The long-term effect can cause the victim to be "aggressive and violent behavior, nonviolent criminal behavior," substance abuse, self-injurious and suicidal behavior, emotional

problems, interpersonal problems, and academic and vocational difficulties [4].

Outsiders or children's peers do not only commit perpetrators of violence; acts of violence that occur in the family also often occur, especially those committed by parents. Recently, parental violence against children is considered significant public health, human rights, and social problem that leads to devastating consequences affecting families, communities, and countries and is passed down to future generations. The causes of violence in the family come from the parents who have low education levels, low economic levels, and unemployment, especially from the fathers [5].

To minimize the number of victims of physical violence against children, an educational promotion model through play media is needed. One of the media that can be used to prevent physical violence is flashcard media. Based on the preliminary research that has been carried out, flashcard media can increase the knowledge about violence to students.

A study conducted by Purwanti et al. shows that using flashcards and other image media can improve students' English skills. It shows that the use of flashcard media effectively increases someone's knowledge of something [6]. The finding is in line with Taghizadeh et al. They state that using different learning techniques, namely digital games, songs, and flashcards on each learning topic by looking at students' learning styles and needs, can improve students' vocabulary mastery [7]. Dahniarti et al. focus on conducting a study on students who have delay speech. They support the idea by mentioning that flashcard media was influential in enriching students' vocabulary to improve language skills in speech delay students [8].

2. REVIEW LITERATURE

Santrock discloses that violence against children is "Child maltreatment may take from physical abuse, child neglect, sexual abuse, and emotional abuse. Child maltreatment places the child at risk for academic, emotional, and social problems. An adult who suffered child maltreatment is also vulnerable to a range of problems." [9]. According to Barker, "improper behavior intended to cause physical, psychological, or financial harm to in individual or group.*"* (Violence is behavior that can cause physical, psychological, or financial harm to individuals or groups) (Suharto & Susanto, 2018) [10].

According to Poerwandari, physical violence can be defined as the act of beatings, the use of weapons to hurt, injure, torture, the use of drugs to hurt, physical destruction, murder, and others [11]. Suswandari and Ndari, reveal that the things related to physical violence against children are in the form of burning, beating with blunt objects, severing physical punishment, hitting, pinching, being started with fire, slapping, punching,

and kicking [12]. Mawani et al. conducted a case study on non-sexual violence in children in Jakarta. The research results show that the cause of non-sexual violence against children that make the victims of violence die is because the perpetrator dominates the victim [13]. Moreover, Megawangi et al. define physical violence as any aggressive or physical act that can make children suffer physically and psychologically (physical pain, feeling unacceptable, feeling worthless), or even when parents do not build inner relationships [14]. In addition, Duran said that physical violence could be easily recognized since it leaves traces, namely, wounds in the form of bites, kicks, twists, blows, and burn [6].

One of the main factors causing violence against children is the lack of instilling moral values in children. Budiningsih stated that understanding moral values is not just about good and bad but also about how individuals consider that the actions are good or bad [15]. Other factors that cause acts of violence are external factors. For instance, the factors come from family, environment, school, and mass media. Cattanah supports the idea by defining physical violence as "Physical abuse as any child suffering from non-accidental physical injury. Physical injuries can also be the product of an unsafe environment for the child" [16].

Susuanto argues that the function of flashcards as concrete and abstract objects can help teachers overcome the limitations of time, space, and human senses and explain concrete and abstract problems. In addition, flashcards are cheap, easy to obtain, and use individually and in groups [6]. Moreover, Christiani states that a flashcard is a medium that can be used to teach children in a fun way while playing. Using flashcards can introduce objects, numbers, animals, objects around children [17].

3. METHOD

The research method used in this study is research and development in a mixed-method approach [18] with three main methods, namely descriptive, evaluative, and experimental methods. The product developed in this study is a flashcard learning media for child protection from physical violence.

4. RESULTS AND DISCUSSION

4.1. Game Media Development Results

The development model used in this research and development is ASSURE. The researchers use the ASSURE development model because this model emphasizes the use of media and technology and involves students' participation in preparing for playing activities. It can be applied to the development of flash media cards that involve technology and in the implementation of the flashcard involve the students. After performing student character analysis, determining standards and learning objectives, choosing
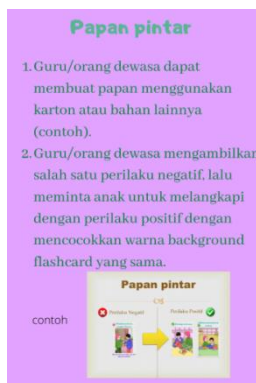
strategies and sources, utilizing sources, involving student participation, and evaluating and revising [19]. Here is the example of flash media cards:

Figure 1 Cover of Flashcard

Figure 2 Negative and positive behavior flashcards

Figure 3 Flashcard Instruction

4.2. Discussion

This development research is created based on students, parents, and schools' needs. The increase of violence against children rate in Indonesia is in worrying condition. Physical abuse commonly happens; however, it cannot be ignored as it can cause the child to be physically injured and emotional and psychologically traumatized. Therefore, game media is needed as an effort to prevent violence against children. Through game media, an educational promotion model is required to minimize the number of victims of physical violence against children. One of the media that can be used to prevent physical violence is flashcards. Flashcard media is considered adequate to be used to increase students' knowledge. Based on these problems, researchers developed game media in the form of flashcards as an effort to prevent violence against children aged 4-6 years.

The first stage before playing media is designed, the researchers analyze the characteristics of students aged 4-6 years. After that, the second stage determines the standards and learning objectives. In the third stage, the researcher determines learning strategies and resources. The fourth stage utilizes resources; in this stage, the flashcard design process is carried out based on the previous three stages. Moreover, the fifth stage involves students implementing the treatment. The last stage is media evaluation and revision by considering the validation results conducted by media and material experts and trials in small and large groups.

4.2.1. Validation of Media Experts

The results of expert validation obtained an overall average value for the assessment of 97%, with a very good category. The media is feasible to prevent physical violence against children aged 4-6 years, and suggestions for media improvement accompany the validation.

4.2.2. Validation of Material Experts

Two validators carried out the results of the material expert validation. The first validator obtained an average value of the overall assessment aspect of 75% with a good category. The media can be used with improvement. The second validator obtained an average value of the overall aspect of the assessment of 90%, with the very good category and the media are eligible to use.

4.2.3. Small Group Product Trial

The media is implemented in small groups with ten respondents aged 4-6 years. This trial was conducted online with parental assistance. The questionnaire was distributed to assess the media. The parents' assessment about flashcard use is in the very good category (90,18%). It can be concluded that the media can be used as game media. The aspects being assessed are appearance, motivation, interest, convenience, benefit, and media use.

4.2.4. Large Group Product Trials

After testing the product in a small group, it was followed by a product trial in a large group with a total of 43 respondents. The trial was carried out online with the results of the parent's assessment of the child's play process of 87.12%. It is in a very good category. Therefore, the media is qualified to be used as a medium to prevent physical violence in children aged 4-6 years.

4.3. Game Media Effectiveness

The flashcard media was developed to protect children from physical violence. Based on the trials carried out in small and large groups, the flashcard is categorized as very good media, so it is suitable for children aged 4-6 years. There are some excellent points from the media. For instance, the students can distinguish between negative behavior (as a bad habit example) and positive behavior (as a good habit example) through flashcards. Furthermore, children can classify cards based on the same color and recognizable symbols. Some constraints appear during the treatment. During the study, all the processes should be conducted online. The questionnaire distribution is online via a google form, and the parents should download all the media via google drive.

5. CONCLUSION

This research uses research and development (R&D) steps. The purpose is to develop a new product innovation that can be used as gameplay at home or school. The result of this study is in the form of flashcard game media. The media can be used as an effort to prevent physical violence against children aged 4-6 years.

Based on the finding, it can be concluded that the flashcard game media can be categorized as very good media. It is suitable to be used as a game media to prevent physical violence in early childhood. In exposing the media, the parents or adults should accompany the children.

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