

Flipbook (FP3SA) Development to Improve Self Protection

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ABSTRACT

The rise of sexual cases against children is frightening and undeniable for elementary school-age children. On the other hand, the learning carried out with courage makes children use their freedom in utilizing gadgets and laptops to access things like pornography. Based on this thought, flipbook media was developed for child sex prevention education to improve children's self-protection. This research and development aims to 1) develop the P3SA flipbook media as a child sexual prevention education to increase self-protection from children's sexual behavior and 2) describe the results of the P3SA flipbook media feasibility test. This research and development (R&D) used Borg and Gall's research steps. Data collection techniques employed observation, interviews, and questionnaires. The data analysis technique utilized was quantitative and qualitative analysis. The results of this study indicate that: 1). The product developed is a sex prevention education flipbook containing text or material materials on puberty, the do's and don'ts of touch, identifying sex offenders, and actions taken when meeting people about to have sex. The flipbook also contains comics and videos. 2). For the product feasibility, expert I gave an average score of 4.16, categorized as "very good", and from expert II, it attained an average of 4.04, meaning "good." Meanwhile, expert III got an average score of 3.52, which means the "good" category. Meanwhile, regarding the practitioners' validation, practitioner I gave an average score of 4.16 in the "very good" category, practitioner II gave 4.68 in the "very good" category, and practitioner III gave 4.00 in the "good" category.

Keywords: media, flipbook, sexual abuse, self-protection

1. INTRODUCTION

Children are the generation that will become heirs, develop trust, and make a country or the next generation better. As heirs, children must be introduced to education.

Education is all efforts in guiding children from infancy (birth) to adulthood, both physically and spiritually, in interacting naturally with their environment [1]. In the process, children encounter various problems to mature their positive mindset. However, some also give negative thinking patterns, making children behave negatively. Acts of maturing children's mindset include working on or looking for solutions to the problems at hand, both light and complex, and being honest and responsible for their duty. Meanwhile, things that will make children go to various negative things, such as bullying, body shaming, getting violent behavior, or getting sexual harassment.

Sexual harassment is an act carried out by someone who has bad intentions and wants to fulfill his lust.

Sexual harassment occurs because of opportunity, intention, and more confidence from the perpetrator. The act of sexual harassment occurs not only physically and directly but also with several other media. According to Chomaria [2], not only physical contact but sexual harassment also involves non-physical and verbal. This behavior can be by showing the child's genitals, forcing the child to show his genitals, or showing sexually suggestive images. In addition to these actions, words, jokes, criticisms, comments, and invitations make the victim uncomfortable. However, society often assumes that sexual harassment is where the victim is in direct physical contact/gets harassing behavior directly.

Victims in harassment cases can be men or women, both adults and children. Specifically, sexual violence against children, according to ECPAT (End Child Prostitution in Asia Tourism), is a relationship or interaction between children or children who have reason with other people, which makes the child (victim) an object in satisfying their sexual needs. From

Kompas.com [4], sourced from the Ministry of PPPA, from January to July 2020, 2,556 children were victims of sexual violence. Cases of harassment can occur because the victim is alone, being lured by threats, and even harassment that occurs openly. Not only that, but sexual harassment can also occur from the spectacle they see, such as television showing sinetron for adults that have attracted children. The ease and freedom of children in accessing gadgets to support education or social status are wrongly used by children to access things outside of learning. Here, the lack of parental control or supervision in the use of gadgets and the lack of close relationships with parents can also cause sexual harassment.

In addition, online learning can also lead to pornographic content, as reported by wartakota.com [5]. It requires a solution to equip children to avoid sexual harassment behavior. In addition, during the pandemic where learning was carried out online, it was found that junior high school students gave birth during online learning [6]. For this reason, in this study, the P3SA (Child Sexual Harassment Prevention Education) flipbook media is a solution to protect the nation's generation from the dangers of sexual harassment and pornographic content. This flipbook media will make children understand about sexual harassment prevention education so that children are expected to gain knowledge about sex because, today, there are many sites or media that provide sex information so that children must be able to sort and choose in accessing [7]. It is reinforced by the interview results conducted with 11 teachers. Ten teachers agreed that sexual harassment prevention education materials should be carried out in elementary schools, while one teacher stated that it was unnecessary because it was too early (interviews with class teachers and subject teachers in 6th grade of elementary school).

Furthermore, information on media use is given not only to children but also to parents who are obliged to guide children. Parents have a vital role in guiding children as the first madrasa known by children from the womb. In accordance with an opinion [8], children's knowledge about sex should be encouraged with parental knowledge because the parents are the real teachers themselves. According to the following interview results, the use of media can also make children understand to protect themselves.

"Saya menjelaskan dengan menggunakan media belajar agar lebih paham dan tidak tabu" (WawancaraGK6A, 31 Agustus 2021).

[*"I explain by using learning media so that it is more understandable and not taboo."* (GK6A interview on August 31, 2021)]

More specifically, the use of media at MI M Karanganyar is good in the form of videos from the internet, pictures, and PPT made by teachers. However,

regarding self-protection, the media needs to be developed. Self-protection is an effort made to get a sense of security for oneself. Self-protection of children against sexual abuse must be carried out so that children are protected from sexual abusers because sexual harassment has a serious impact on the victim, both emotionally and physically. Emotionally, as victims of sexual abuse, children will experience depression, stress, mental shock/pressure, feelings of guilt and self-blame, and fear of relationships with other people, otherwise known as trauma [9, page 19]. Physically, the impact can be seen from the bruises caused by coercion by the perpetrator. Sexual harassment is so dangerous that it requires handling and providing knowledge to children to protect themselves and avoid sexual crimes.

Self-protection for children can be given by introducing personal body parts that can be touched and not and understanding the child's characteristics of perpetrators who will sexually abuse children. Rejecting sexual harassment is also important for children to provide self-protection. In addition, children need to be given a stimulus to protect themselves. The stimulus also needs to be given to the parties who play a role, namely teachers and parents, so collaboration occurs between children, parents, and teachers.

P3SA flipbook media as children's education media is deemed easier to implement and understand. Several relevant studies to the P3SA Flipbook media are (1) research on *Children's Knowledge and Skills Related to Self-Protection from Sexual Abuse in Central Java Indonesia*, involving children in schools [10]. 2). Research has also been conducted on School-Based Education Programs for the Prevention of Child Sexual Abuse: A Cochrane Systematic Review and Meta-Analysis [11]. 3). A study has been carried out on Information Services Using Image Media to Improve Students' Understanding of Sex Education [12]. Furthermore, several studies have also been performed on 4). Underwear Rules Program to Prevent Sexual Violence in Early Childhood [13], 5). Animated Sex Education for Learning and Prevention of Sexual Harassment in Early Childhood (Case Study at Kartini Kindergarten [14], 6). Visual Communication Design of Public Service Advertisements regarding Sexual Harassment of Children in Medan City [15], 7). Guidance Board as a Media for Sex Education for Elementary School Children to Prevent Sexual Harassment [16], and 8). Development of Effective Use of Audio-Visual Media and Picture Series to Develop Knowledge of Early Childhood Sex Education [17]. Specifically, related to flipbooks, several studies have also been done on 9). Application of Digital Book Learning Media with Kvisoft Flipbook Maker [18] and 10). Development of Teaching Materials Using the Kvisoft Flipbook Maker Application on Association Materials [19]. Based on the study results with relevant research, there are several similarities and differences in research and media

development conducted by previous researchers, as follows:

Table 1. Comparative Analysis of Previous Research

No	Peneliti	Variabel				
		Media Flipbook	Gambar	Media Animasi/ video	Pendidikan Pencegahan Seksual	Perlindungan Diri
1	(M. D. Wulandari et al., 2020)	-	-	-	-	✓
2	(Walsh et al., 2015)	-	-	-	✓	✓
3	(Damayanti et al., 2018)	-	-	-	✓	-
4	(Justicia, 2016)	-	-	-	✓	✓
5	(Hanafri et al., 2016)	-	-	✓	✓	-
6	(Elisabeth et al., 2018)	-	✓	-	✓	-
7	(Arisandi, 2018)	-	✓	-	✓	-
8	(Putri, 2019)	-	✓	✓	-	-
9	(Mulyaningsih & Saraswati, 2017)	✓	-	-	-	-
10	(Wibowo & Pratiwi, 2018)	✓	-	-	-	-
11	(Hengki Hermawan)	✓	✓	✓	✓	✓

Researchers, variables, flipbook media, pictures, animation/video media, sexual prevention education, self-protection

From Table 1, it can be concluded that the researchers have a novelty in the study, which consisted of aspects of media, images, animated videos, sexual harassment prevention education, and self-protection. Also, the same prior research has not existed.

2. METHOD

This research was designed using the form of research and development. This study applied Borg and Gall's research and development steps, revealing ten steps: research and information collecting, planning, development preliminary from a product, preliminary field testing, main product revision, main field testing, final product revision, dissemination, and implementation [20]. However, in this research and development, the researchers limited only five steps, including research and information collecting, planning, development preliminary from a product, preliminary field testing, main product revision. It is in accordance with Borg and Gall [in 21, page 40] [22, page 11], stating that it is possible to limit research on a small scale, including limiting research steps so that in this study, an educational flipbook media for the prevention of child sexual abuse was created.

The subjects used in this research and development were seventh-grade students at MI Muhammadiyah Karanganyar as a small group trial. Data collection techniques employed interviews, observations, and questionnaires. The interview is an activity between the interviewer and the resource person or person who is the

source of information. Interview activities can be carried out systematically or organized, or unorganized. Interview activities can also be carried out via gadgets/the internet to obtain the necessary data [23, page 211]. Observation is a technique of collecting data through observations of objects researchers research and develop. Meanwhile, the questionnaire [24, page 25] is a technique that gives written questions or statements regarding various aspects in accordance with to study to respondents.

The data obtained were then analyzed using two techniques, namely qualitative and quantitative. Qualitative data analysis was carried out by referring to Miles and Huberman [in 23, page 369], stating that analyzing qualitative data can be done continuously until it is finished or interactively so that the data is saturated, including data reduction, data display, and conclusions. Qualitative data in this study were in the form of criticism and suggestions given by media, material, content experts and expert practitioners or teachers. Meanwhile, the quantitative data analysis was conducted on the questionnaire data using quantitative descriptive statistics, referring to the conversion guide developed [25, page 238], which deals with the conversion of qualitative data ("poor" to "very good") to quantitative data (scale 1 – 5).

Table 2. Data Conversion

Nilai	Kriteria	Skor	
		Rumus	Perhitungan
5	Sangat Baik	$X > \bar{X}_i + 1,8 S_{b_i}$	$X > 4,08$
4	Baik	$\bar{X}_i + 0,6 S_{b_i} < X < \bar{X}_i + 1,8 S_{b_i}$	$3,36 < X \leq 4,08$
3	Cukup	$\bar{X}_i - 0,6 S_{b_i} < X < \bar{X}_i + 0,6 S_{b_i}$	$2,64 < X \leq 3,36$
2	Kurang	$\bar{X}_i - 1,8 S_{b_i} < X < c - 0,6 S_{b_i}$	$1,92 < X \leq 2,64$
1	Sangat Kurang	$X \leq \bar{X}_i - 1,8 S_{b_i}$	$X \leq 1,92$

Value

Criteria: very good, good, enough, poor, very poor

Score, formula, calculation

The conditions are as follows:

Ideal mean $(\bar{X}_i) = \frac{1}{2}$ (maximum score + minimum score)

Ideal standard deviation $(S_{b_i}) = \frac{1}{6}$ (maximum score - minimum score)

X = Empirical score

3. RESULTS AND DISCUSSION

The product developed in this research and development is the Child Sexual Abuse Prevention Education Flipbook (FP3SA). FP3SA is used as a medium to increase children's self-protection from sexual

violence. The rise of sexual harassment cases is in accordance with Susanto's statement as the head of KPAI [in 26] that the Witness and Victim Protection Agency (LPSK) has increased data on sexual violence against children every year. One of the factors is digital influence.

Sometimes, in online learning, advertisements containing pornography are also found. In addition, during the pandemic where learning was carried out online, it was found that junior high school students gave birth [6]. Therefore, creating media to increase knowledge and self-protection from sexual crimes/violence is necessary. The media used in providing knowledge about sexual education is quite a lot, according to the research developed [16, page 8] on effective guidance boards used in sexual prevention education. In addition, other studies were developed [12, page 42] obtained the result that picture media can improve students' understanding of sex education. The media created by the current researchers can also increase students' understanding of sexual education and insight to protect themselves.

In this case, the media that the researchers created was a flipbook or digital book containing text, images, videos, and practice questions. Flipbook creation utilized the Flip PDF Professional application. This application can convert a pdf file into a digital book display, which presents an attractive and varied display, such as images, videos, audio, and practice questions so that the learning process will be more interesting [27, page 12]. The Child Sexual Abuse Prevention Education Flipbook (FP3SA) can attract readers and enhance child protection. In accordance with the research that has been done [19, page 147], the development of teaching materials using the *kvisoft* flipbook maker application on association materials was feasible to use. Another study [18, page 25] found that using flipbook media influenced understanding and learning outcomes. Therefore, the authors' flipbook media deserves to be developed because it influences the reader.

The P3SA flipbook media is also equipped with basic competencies, competency achievement indicators, and clear objectives, adapted to the 2013 curriculum Kemendikbud book. This section aims to make flipbook media easy and understandable in accordance with the objectives to be achieved. This media can also be used to equip students or children in studying puberty and protect themselves because the media is a carrier of information from the source to the recipient of the students/children [28, page 224]. This flipbook media contains pictures, comics, videos, audio, and practice questions.

The images in this media aim to provide children with an understanding of self-protection and ways to avoid sexual crimes. Through pictures, children will easily understand this in accordance with previous research [12, page 42], which found that information services using

image media were effective in increasing the understanding of sex education in sixth-grade elementary school students. In addition to pictures, this flipbook also displays videos, both animated and learning videos, using hand puppets. The existence of the video is expected to make children understand and repeat if they do not understand. It is in line with the opinion of [29, page 49] that videos can be watched repeatedly and encourage and increase students' motivation to watch them. Video used as an audio-visual medium is potentially effective for visual and auditory types of learners [17, page 34]. With videos, children will also understand better, and for children who have audio and visual types of learners, it is very suitable. In addition, in this developed flipbook, there are also animated videos using Animaker.

Several studies are relevant to the P3SA flipbook media created. Research on *Children's Knowledge and Skills Related to Self-Protection from Sexual Abuse in Central Java Indonesia* involving children in schools [10] is relevant to this research that both are in accordance with the contents of the flipbook developed by the researcher on the do's and don'ts of touch. Regarding the research on *School-Based Education Programs for the Prevention of Child Sexual Abuse: A Cochrane Systematic Review and Meta-Analysis* [11], this study has similarities about children's self-protection skills after using FP3SA. Meanwhile, the difference is that the research was developed with a school program, while this research is about flipbooks. Furthermore, research on *Information Services Using Image Media to Improve Students' Understanding of Sex Education* [12] found that the use of image media was very effective in increasing students' understanding of sex education. The similarity in the research developed by the researchers is in developing a flipbook equipped with pictures so that children can easily understand. In addition, it is also equipped with videos so that children can understand the existing narrative. Moreover, research on the *Underwear Rules Program to Prevent Sexual Violence in Early Childhood* [13] has similarities with this study on preventing sexual violence in children. Meanwhile, the difference lies in the program provided and the program objectives.

Furthermore, research on *Sex Education Animation for Learning and Prevention of Sexual Harassment in Early Childhood (A Case Study at TK Kartini)* [14] is relevant to this research on learning and prevention of sexual harassment and the use of animation. However, this study provides flipbook form animations, instructional videos, and comics. In a study on *Visual Communication Design of Public Service Advertisements on Sexual Harassment of Children in Medan City* [15], the similarity with this study is in the education of sexual abuse against children, while the difference is in the use of existing media. In addition, research on *Guidance Boards as Media for Sex Education for Elementary School Children to Prevent Sexual Harassment* [16] has

similarities with this study on media-assisted sexual harassment prevention education. The difference is in the media used.

Also, the development research of the *Effectiveness of Using Audio-Visual Media and Picture Series to Develop Knowledge of Early Childhood Sex Education* [17] is relevant to this research on the development of audio, visual, and picture series media to increase knowledge about children's sexual education. The difference is in the target media. Furthermore, research on the *Application of Digital Book Learning Media with Kvisoft Flipbook Maker* [18] has similarities with this research in the media used, namely digital books, but differs in content. Finally, the research entitled *Development of Teaching Materials Using the Kvisoft Flipbook Maker Application on Association Materials* has similarities with this study on the use of flipbook media, while the difference is in the material or content in the flipbook developed [19].

Moreover, flipbook media is a digital book media with audio, pictures, videos, text, and practice questions. This media is utilized to provide education to prevent child sexual abuse to protect themselves from sexual crimes. In this flipbook, there are also comics to attract children to learn it. In addition, there are animated videos that the researchers made with the Animaker application and videos using hand puppets. Then, this media is also equipped with audio, practice questions, and evaluation questions to determine the child's ability to use this flipbook. Flipbook P3SA can be accessed on mobile devices and laptops.

Table 3. P3SA flipbook display

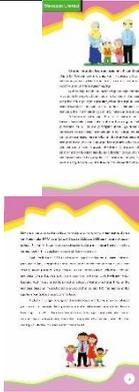
Page	Cover display, consisting of title, logo, and author
Page i	Foreword
Page ii	Basic competence (KD), competency achievement indicators (IPK), objectives achieved
Page iii	List of contents
Page 1	Literacy and drawing insights
Page 2	Literacy and drawing insights
Page 3	Identifying male and female gender characteristics and pictures
Page 4	Recognizing puberty from primary and secondary characteristics

Pages 5-7	Comic about puberty and ends with practice questions
Page 9	Recognizing forms of sexual harassment
Pages 10-11	Getting to know private body parts
Page 12	A learning video about the do's and don'ts of touch, along with a YouTube link and practice questions
Page 13	Recognizing the characteristics of people who commit sexual harassment
Page 14	Learning videos to identify perpetrators of sexual harassment, equipped with YouTube links and practice questions
Page 15	Refusing sexual harassment
Pages 16-18	Comics about sexual offenders by offering an item
Page 19	Evaluation questions
Page 20	Bibliography
Page 21	Researcher biodata

Table 4. Display and description

No	Screenshot Image	Description
1		This flipbook's cover and media contents were originally created using the CorelDraw x5 application, using a worksheet with A4 size (21cm x 29.7cm). The cover contains the PGSD study program logo, UMS logo, author's identity, and the title of the flipbook made. Then, in the beginning, it is also equipped with instruments or audio as a form of good impression to attract readers.

No	Screenshot Image	Description
2		In this section, the initial stage is to design a display used as the content of the flipbook and provides numbering within the page. This page contains a foreword from the authors/researchers.
3		<p>This section contains the basic competencies of flipbooks taken based on the Kemendikbud 2013 curriculum book class VI on theme 6. This section can be used as a basis for teachers or practitioners in using flipbook media for child sexual abuse prevention education. Meanwhile, basic competence (KD), competency achievement indicators (IPK), and objectives are:</p> <p>The basic competencies are derived from the fourth-grade book, theme 6, namely KD 3.2. connecting puberty characteristics in boys and girls with reproductive health, developed into indicators of achievement of competencies, including identifying pubertal characteristics of boys and girls, summing up the characteristics of puberty, and telling private body parts and maintaining them. Thus, the objectives of KD 3.2 developed to the IPK, which will then get the goals achieved, include flipbooks comprising pictures, comics, videos, and student questions; the reader can distinguish the characteristics of puberty in both boys and girls; students can match male and female pubertal characteristics; students can find out which parts of</p>

No	Screenshot Image	Description
		<p>the body are private/which are allowed to be touched or not through the videos they watch in the flipbook.</p> <p>Basic competence or KD 4.2. presenting work on how to respond to the characteristics of puberty experienced is downgraded to IPK, namely singing songs about the do's and don'ts of touch, showing the characteristics of puberty in boys and girls. Furthermore, it is lowered into the objectives to be achieved, namely, after watching and reading the flipbook, students can sing the songs about the do's and don'ts of touch with confidence; students can show the characteristics of puberty correctly; students can address the characteristics of puberty in boys and girls with confidence; students can practice how to protect themselves from sexual abusers.</p>
4		This section contains the table of contents for the flipbook that the researchers made. Readers can use the table of contents to find out the information in the flipbook quickly.
5		This display contains literacy insights for children or flipbook users, which also displays data on child abuse cases so that children understand the dangers of the case. Then, it is also accompanied by a family picture which the researchers downloaded and then modified the color of the shirt and pants. This image is also a form of family relationship that

No	Screenshot Image	Description
		must be well established so that children feel safe and avoid sexual violence.
6		This section provides images and several options for flipbook users to choose between male and female characteristics. This question is still beginning, so the researchers made it simple first.
7		In this section, children are presented about puberty, including the primary and secondary characteristics that boys and girls experience as they enter puberty.
8		On this page, flipbook users are presented with a comic about "puberty" played by Reno and his grandfather. This flipbook was created utilizing the Pixton Comix maker comics application. In addition, it is also equipped with practice questions to find out how much the readers understand about puberty after using this media.
9		On this page, the children will know about the forms of abuse. With this page, children will be more aware of their surroundings.

No	Screenshot Image	Description
10		This section presents information about private body parts, such as the mouth, chest, buttocks, and genitals. In addition, an illustration of the intention of sexual harassment is presented by giving goods, namely candy.
11		The researchers present a video lesson on this page about the do's and don'ts of touch, taking care of body parts, and what to do if experiencing something unwanted. In making this video, the authors made a doll first. This doll is used so that the videos made are more attractive to flipbook users so that the videos and the video contents can be conveyed to flipbook readers. This section is also equipped with audio, which aims to accompany in doing the questions so that the child does not get bored. However, if the child does not want to listen, the audio can be paused. Also, on this page, it is equipped with practice questions. Practice questions are expected to provide an assessment or test the child's abilities related to the material that has been read in the flipbook.
12		After knowing the privacy part, in this section, the readers or users will be presented about recognizing the characteristics of people who sexually harass, such as asking to a quiet place, giving gifts without reason, asking for photos without

No	Screenshot Image	Description
		clothes, trying to hold the privacy parts, and providing food and drinks with specific purposes, such as being asked to touch the person's buttocks or genitals.
13		On this page, data on sexual harassment is also presented in the form of text and audio, showing videos about recognizing perpetrators of sexual harassment and how to identify them. Learning videos were made with Animaker and kinemaster. At the initial stage, the video was made by the Animaker, then the sound was recorded, and then the video was edited using a kinemaster. Then, exercises are also provided so that children recognize sexual abusers, and if they encounter them, they can avoid or fight them.
14		On this page, the readers are shown how to resist sexual harassment, such as saying no, shouting with all your might, fighting with all your might, running into crowded places, and reporting it to teachers and parents.
15		In this display, comics are presented, made from the Pixton comic maker. It displays the crimes committed around the house by the closest people and the steps to resist them. This comic is presented to make readers more interested in reading and understand its contents more easily.

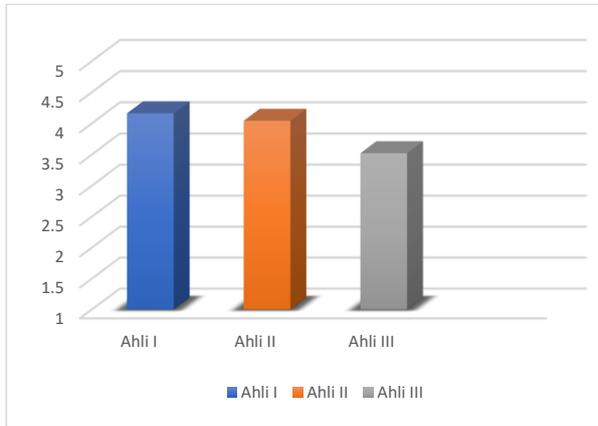
No	Screenshot Image	Description
16		On this page, evaluation questions are presented to assess how well readers know the content, increase self-understanding about sexual harassment, and how to protect it. Audio is also presented so that children are happier working on their evaluation questions. Then, the last is the bibliography.
17		This section presents references from the writing and creation of an educational flipbook on preventing child sexual abuse.
18		This section displays the author's biodata.

Furthermore, for the product feasibility test results from expert validators, the first expert review scored 104, with an average of 4.16. When interpreted in qualitative data, it means "very good" because of > 4.08. As a result, the media was feasible and could be used with revisions. The first revision from the expert included (1) the words used in the conversation too standardized so that it gave a stiff impression, and (2) the practice questions needed to be added with questions in the form of stories and high-level thinking (HOTS).

The second expert's review obtained a score of 101, with an average instrument score of 4.04. If converted into qualitative data, it means that the criteria are "good". Meanwhile, criticism and suggestions include: (1) need to be added; who is this flipbook intended for?. (2) Will it be linked in the curriculum? If so, it is necessary to add KI, KD, IPK, and learning objectives so that the evaluation questions prepared can refer to the specified IPK. (3) Click to answer is not clickable. (4) On page 12, the video does not show and moves to YouTube when clicked, so the instructions should be clarified. For example, click a video, then a few moments later, users will see the video via YouTube on a different tab (if using a laptop, and if users are using a mobile phone, how can the conditions be adjusted?).

The third expert's review obtained a score of 82, so the average score of the instrument was 3.52. If converted

into qualitative data, it means that the media criteria can be said to be "good". However, there are criticisms and suggestions, including (1) for aspects of "language standardization" and "language suitability," both may be contradictory. (2) The developers must have clear standards regarding language, whether to choose "clear" or "standard".

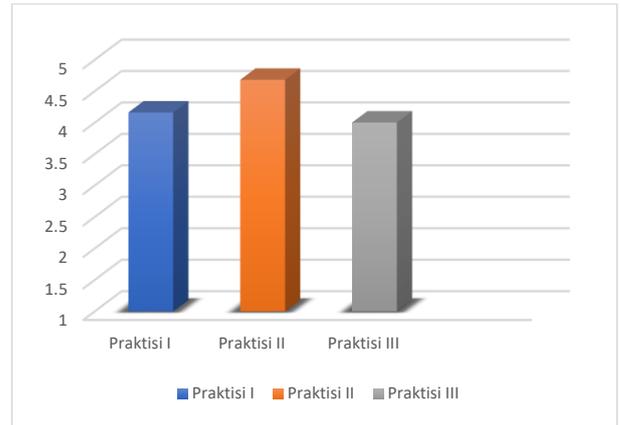


Expert 1 Expert 2 Expert 3

Figure 1. Expert Test Results

The results obtained from the three experts were very good, good, and good, respectively. In accordance with the opinion of Estu Miyarso [in 30, page 35], if the results of the flipbook media product assessment carried out by experts and practitioners or teachers obtain the minimum criteria of "good," the P3SA Flipbook product is feasible to use. In accordance with this opinion, this product is feasible and can be tested. Then, the product was reviewed or assessed by expert practitioners, which included three who were grade VI teachers, getting the following results.

Practitioner, I gave a total score of 104 and an average of 4.16, which means "very good". Practitioner II scored 117 and an average of 4.68, converted into qualitative data to be "very good". Meanwhile, a total score of 100 was obtained for practitioner III, with an average of 4.00, converted into a "good" qualitative scale. The three practitioners stated that the Flipbook on Child Sexual Harassment Prevention Education (FP3SA) media is feasible as a sexual harassment prevention learning guide without revision.



Practitioner 1 Practitioner 2 Practitioner 3

Figure 2. Practitioner Test Results

After getting results from expert practitioners or teachers who stated that the media was feasible to use, the next researcher conducted a small-scale trial with seven grade VI students.

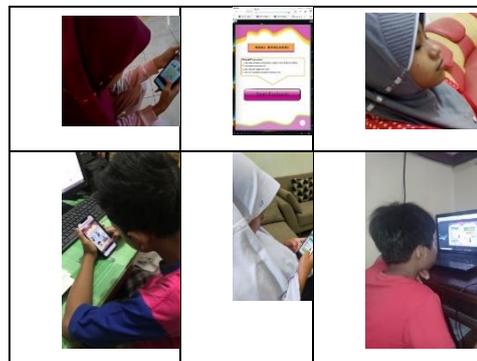


Figure 3 Trial to Students

4. CONCLUSION

Based on the analysis and discussion, the conclusions of this study are as follows.

The product developed in this research and development is Flipbook on Child Sexual Abuse Prevention Education, abbreviated as FP3SA. This media is intended for sixth-grade elementary school students to find out about puberty, how to respond, re-acquainted with the do's and don'ts of touch, know perpetrators of sexual crimes, and how to protect themselves from perpetrators of sexual crimes. Media in the form of a flipbook is like a digital book, in which there is text, audio, images, videos, and practice questions. In this flipbook, there are also reading comics containing illustrated stories to understand the contents more easily. In addition, there are videos made by researchers with hand puppets and various applications, such as kinemaster and Animaker. This flipbook is also equipped with KI, KD, IPK, and learning objectives.

The product feasibility was obtained by validating the flipbook media to language, media, and content experts.

The expert validators were the lecturers of PGSD, FKIP, Universitas Muhammadiyah Surakarta. In the validation test, to obtain a feasibility test, expert I gave a score of 104 so that the average score of the instrument was 4.16. If converted into qualitative data, the media criteria are "very good" because of > 4.08 . From the expert validation II results, a score of 101 was obtained, with an average instrument score of 4.04. If used as qualitative data, the criteria are "good". Then, the expert validation III results obtained a score of 82 so that the average score of the instrument was 3.52. If converted into qualitative data, it means that the media criteria are "good."

This limited trial of the Flipbook on Child Sexual Abuse Prevention Education (FP3SA) media was validated by three practitioners or experts. The assessment results from the practitioner I obtained a total score of 104 and an average of 4.16, interpreted in the qualitative data as "very good". Practitioner II gave a total score of 117, with an average of 4.68, converted into "very good". Meanwhile, a total score of 100 was obtained from the third practitioner, with an average of 4.00, converted into a "good" qualitative scale. The three practitioners stated that the Flipbook on Child Sexual Abuse Prevention Education (FP3SA) media is feasible to use as a learning guide to preventing sexual abuse without revision. After getting a practitioner test, the next step was to conduct a limited trial to students of MI Muhammadiyah Karanganyar as many as seven students.

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