Paper the Development of the Short Film "Gerak Bersama" for the Prevention of Sexual Harassment in High School Students

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Abstract. Sexual harassment is one of the three major sins in the world of education. Based on data from the Sistem Informasi Gender & Anak in Yogyakarta in 2020, there were 221 people aged 18–21 years were victims of sexual harassment. The phenomenon of sexual harassment is like an iceberg phenomenon, many cases have not been revealed because of the victim's fear of reporting incidents of sexual harassment. Preliminary research conducted showed that as many as 84% of high school students had information and education needs related to the prevention of sexual harassment, and as many as 88% of students agreed with the use of short films that discussed preventing sexual harassment. Short films were used as modeling material because short films can display symbolic messages and can have an influence on the attitudes and behavior of the audience. This research and development (R&D) use the Borg & Gall model which consists of ten stages. Researchers developed three short films with the theme "Gerak Bersama" with the title of the first film being "Speak Up!" which took the point of view of victims of sexual harassment. The second film titled "Enabler?" took the point of view of the bystander effect (audience), and the third film entitled "Relasi (Kuasa)" took the perspective of the perpetrator to explore the causes of sexual harassment. The use of the three short films was regulated in the media manual to facilitate guidance and counseling teachers in using short films as a classical guidance service or group guidance regarding the prevention of sexual harassment for high school students. Short films were validated by media and material experts and tested on 17 guidance and counseling teachers in Sleman Regency to see the feasibility and practicality of short film media.

Keywords: development · short film · sexual harassment

1 Introduction

Schools should be unassailable and comfortable spaces for students to learn. However, education in Indonesia is tarnished due to cases of sexual harassment experienced by senior high school students. According to Izzaturohmah and Khaerani [1], sexual harassment is a sexual act carried out through physical or non-physical touch with the target

of the sexual organs or sexuality of the victim, including whistling, flirting, sexually nuanced speech and showing pornographic material and sexual desires. In line with this, Winarsih et al. [2] state the same thing sexual harassment is behavior that has sexual connotations that are not expected by the victim and causes negative behavior in the victim.

Quick [3] stated that sexual harassment is carried out by making unwanted sexual advances by the victim through verbal or physical behavior that explicitly or implicitly affects the individual, unreasonably interferes with a person's performance, and creates an intimidating environment. Perpetrators who have power relations often sexually harass their subordinates, in this case, it could be a teacher to his students, the principal to his students, or a school employee to his students. Johnson [4] made a classification system of sexual harassment into different but related categories, namely sexual coercion, unwanted sexual attention, and gender harassment.

In addition, other forms of sexual harassment such as a) verbal sexual harassment, which is a form of harassment that is done through words or comments, b) non-verbal sexual harassment, namely sexual harassment that is carried out through actions or body gestures such as showing genitals in front general, and c) physical sexual harassment, namely harassment that is carried out through physical contact [5]. Then, there is sexual harassment without direct contact such as a) exhibitionism, by showing vital organs to get sexual pleasure, b) voyeurism, with sexual harassment behavior carried out by peering at people, c) forcibly showing pornographic content, d) communicating with sensual tone to other people. Sexual harassment by direct contact such as a) incest, namely sexual harassment by family or relatives, b) molestik, which is sexual assault by threatening, c) pedophilia, namely forced sexual intercourse carried out on children, d) sodomy, which is forcing sexual intercourse through anal or oral.

Sexual harassment has a major impact on the victim. The impact of sexual harassment can be seen from the physical and psychological aspects [6]. The impact can also be in the form of post-traumatic disorder syndrome disorder which causes trauma and causes a syndrome in the DSM classification [7]. These impacts can be long-term, one of which is PTSD which can cause permanent fear and anxiety in victims, depression, disturbances in social adjustment, impaired sexual function, and cause permanent injury [8].

The impact of sexual harassment is very large, therefore sexual harassment behavior must be prevented. This prevention can be done through the PANTS program [9] which is an abbreviation that means a) Private are private, b) always remember your body belongs to you, c) No means no, d) Talk about a secret that upset you, e) Speak up, someone can help. The PANTS program invites all students to have the courage to report if they experience or see incidents of sexual harassment.

Prevention can also be done through educational media, and it becomes one of the duties of guidance and counseling teachers. 4 problems affect adolescents, such as problems of drug abuse, juvenile delinquency, sexual problems, and problems related to school [10]. Adolescents have biological changes, namely the emergence of increased sexual desire [11]. This must be accompanied by the provision of education about sexuality. Education is a preventive and curative method for overcoming the problems faced by youth [12]. Guidance and counseling teachers can provide material related to sexual harassment to raise awareness of the importance of preventing such behavior, one

of which is through classical services by showing short films. Based on preliminary research, 92% of students were interested in watching short films that were used as guidance and counseling services and as many as 88% of students agreed to the use of short films for education related to the prevention of sexual harassment. The film is one of the various ways that can create feelings of pleasure and achieve the teacher's desire to achieve an increase in good and expected behavior [13]. The film is considered able to touch the emotional and moral aspects of the audience [14]. Touch can provide behavioral changes in students.

In an educational context, short films are proven to have benefits not only in communicating the content of the film but also in making the audience reflect on the meaning of each scene [15]. The film has a strong relationship with giving emotional influence on the audience, so it can be used as learning material [16]. Short films can be used as a source of models in the modeling process. The modeling process can be done in two ways, namely the type of modeling with a real (live) model and a symbolic one [17]. The film can convey the symbolic messages contained in the scene to become real, in other words, the symbol can represent ideas and messages [18]. Positive short films can influence changing student behavior to prevent sexual harassment. Short films can affect three elements, namely cognitively and emotionally [19]. Then, films also have benefits that are used in the therapeutic process for clients [20]. Therefore, short films are considered appropriate to be one of the media developed for the prevention of sexual harassment in high school students.

2   Method

The research used the Research and Development (R&D) method [21]. There are several research steps, namely 1) data collection, 2) planning, 3) product development of the short film "*Gerak Bersama*", 4) initial trial for guidance and counseling teachers, 5) revision of test results, and 6) field trial.

Data analysis in this study used descriptive statistical analysis. The results of the validation of material experts and media experts were analyzed using the Likert scale with five alternative answers. This short film was also tested on a small scale involving four guidance and counseling teacher. Based on the results of the feasibility test of the six validators.

3   Result and Discussion

Before you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections A-D below for more information on proofreading, spelling and grammar.

The development of the short film media "*Gerak Bersama*" produced three short films, namely a short film entitled "Speak Up", "Enabler?", and "*Relasi (Kuasa)*". The following is an explanation of the three films (Table 1):

The use of these three short films is regulated in a guidebook entitled "*Film pendek Gerak Bersama: Suatu Upaya Pencegahan Pelecehan Seksual Pada Siswa SMA"* or "Short Film *Gerak Bersama*: An Effort to Prevent Sexual Harassment in High School

Table 1. Description of short film

Tittle of The Film	Explanation
Speak Up!	The short film "Speak Up" takes the victim's point of view, namely the incident when May was harassed by Kevin. May struggles to seek justice for the school. This first short film aims to get someone to be brave enough to report incidents of sexual harassment.
Enabler?	The short film "Enabler?" takes a third-person point of view (bystander effect), namely Dita who saw the incident when May was harassed. Dita was confused about what she should do. The aim of the second short film is for someone who sees an incident of sexual harassment not to just shut up and practice empathy for the audience.
Relasi (Kuasa)	The third short film takes the point of view of the perpetrator, namely Kevin. Researchers want to show the causes and consequences of sexual harassment behavior. The goal is to prevent viewers from sexually harassing them.

Table 2. Criteria for media expert validation

Media Eligibility Criteria	
Rating category	*Interval score*
Strongly agree	$189 \leq S \leq 225$
Agree	$153 \leq S \leq 188$
Neutral	$117 \leq S \leq 152$
Disagree	$81 \leq S \leq 116$
Strongly disagree	$45 \leq S \leq 80$

Students" which can be used by guidance and counseling teachers in providing services with sexual harassment prevention materials.

The three short films and guidebooks were validated by 3 media experts, 3 material experts, and 4 guidance and counseling teachers for the pilot phase. Indicators assessed by media experts such as visuals, audio, performers, storylines, and guidebooks. The indicators assessed by material experts are the relevance of the material, the quality of the material, and the guidebook. The indicators assessed by the guidance and counseling teacher include aspects of media and material acceptance. The assessment was analyzed using a Likert scale with 5 alternative answers, the following are the validation criteria for media experts and material experts (Tables 2 and 3):

Based on the scores of the three media validators, it can be concluded that the media aspect of the short film "*Gerak Bersama*" is worthy to use. Media experts provide some notes that have been corrected by researchers in the media aspect. Then, here is an explanation of the material aspect (Tables 4 and 5):

Table 3. Eligibility result of media expert

Validator	Score	Criteria
1st Validator	223	Strongly agree
2nd Validator	218	Strongly agree
3rd Validator	211	Strongly agree

Table 4. Criteria for material expert validation

Media Eligibility Criteria	
Rating category	*Interval score*
Strongly agree	$94 \leq S \leq 110$
Agree	$76 \leq S \leq 93$
Neutral	$58 \leq S \leq 75$
Disagree	$40 \leq S \leq 57$
Strongly disagree	$22 \leq S \leq 39$

Table 5. Eligibility result of media expert

Validator	Score	Criteria
1st Validator	88	Agree
2nd Validator	108	Strongly agree
3rd Validator	104	Strongly agree

Table 6. Criteria for the assessment of guidance and counseling teachers

Media Eligibility Criteria	
Rating category	*Interval score*
Strongly agree	$74 \leq S \leq 90$
Agree	$60 \leq S \leq 73$
Neutral	$46 \leq S \leq 59$
Disagree	$32 \leq S \leq 45$
Strongly disagree	$18 \leq S \leq 31$

Based on the scores of the three material validators, the material aspects of the short film "Gerak Bersama" are feasible to use. Then is the assessment in the initial trial stage conducted by the guidance and counseling teacher (Tables 6 and 7):

Table 7. Assessment results of guidance and counseling teachers

Validator	Score	Criteria
1st Guidance and counseling teachers	82	Strongly agree
2nd Guidance and counseling teachers	75	Strongly agree
3rd Guidance and counseling teachers	83	Strongly agree
4th Guidance and counseling teachers	87	Strongly agree

Based on the initial trial, the four guidance and counseling teachers gave a "Strongly Agree" assessment of the development of the short film media "*Gerak Bersama*" for the prevention of sexual harassment in high school students. Therefore, based on assessments by media experts, material experts, and trials on guidance and counseling teachers, the short film media "*Gerak Bersama*" is considered appropriate to be used as material for counseling services in high school for the prevention of sexual harassment.

4 Conclusion

Sexual harassment is a form of crime against humanity. The impact is very large and can be traumatizing in the long term. Schools must be safe and comfortable spaces free from sexual harassment behavior. Guidance and counseling teachers can provide education about preventing sexual harassment by showing the short film "*Gerak Bersama*" media that is used in classical services. Based on the assessment of media experts and material experts, short films are feasible to use. Then, based on the assessment of guidance and counseling teachers, short films can be used in guidance and counseling services for the prevention of sexual harassment.

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