

# Developing Comic-Based Busapaksa for Elementary School Students

Winarto  
Peradaban University  
Brebes, Indonesia

Ujang Khiyarusoleh  
Peradaban University  
Brebes, Indonesia

Aqib Ardiyansyah  
Peradaban University  
Brebes, Indonesia

Insih Wilujeng  
Postgraduate Yogyakarta State University  
Yogyakarta, Indonesia

Sukardiyono  
Postgraduate Yogyakarta State University  
Yogyakarta, Indonesia

**Abstract**—This research intended to create comic-based Anti-violation Pocket Book (BUSAPAKSA). The research and development model used Borg and Gall development model (1983). The procedure of this research consisted of: (1) preliminary study, (2) curriculum analysis, (3) creating product draft, (4) product draft validation by experts, (5) trial and product revision, and (6) dissemination. The subject of this research were teachers and elementary school students on Brebes, Tegal, Banyumas Regency and Tegal City. The research result included the report of research procedure phase one to phase four. The result of preliminary study showed that there were sexual violations to children on Brebes, Tegal, Banyumas Regency and Tegal City. The violations occurred at schools, their houses, and other people's houses. The perpetrators were teachers, neighbors, friends and family members of the elementary school students. Anti-sexual violation education was never be taught by teachers. There were no media which can be used to teach anti-violation education. The result of curriculum analysis phase demonstrated that the purposes of anti-violation education were: giving information about the forms of violations, how to identify actions directed at the violations, and preventing acts. Content packaging of information on anti-sexual violation education in the story related with learning material in elementary schools. Product planning stage contained product layouts, storyboards, and characterization. Product appropriateness assessment by validators presented with good category and it was appropriate to experiment at schools. Key words: developing, BUSAPAKSA, comic, elementary school

## I. INTRODUCTION

Children sexual violence in Indonesia has become a serious national problem. The data obtained from Indonesian Children Protection Commission (*Komisi Perlindungan Anak Indonesia/KPAI*) in 2011-2016 show that there are 1809 children sexual violence cases in the forms of pornography and cyber crimes, while the other 1519 children sexual violence cases are in the forms of raping, sexual harassment, sodomy, pedophilia, and others. The number of sexual violence cases increase each year. The data obtained from the Indonesian Pediatrician Association (*Ikatan Dokter Anak Indonesia/IDAI*) in 2014, the age of sexual violence victims is mostly ranging from 6-12 years (33%) or elementary school level, while the lowest age is ranging from 0- 5 years (7.7%). The National Commission for Children Protection (*Komisi Nasional Perlindungan Anak/Komnas PA*) states that 80% of children who experience violence are under 15 years old. Indonesian children have experienced various physical, emotional, social and sexual mistreatment forms. The children sexual violence perpetrators are

generally familiar to the children (66%) including their own parents (7.2%) (Paramastri, I, Supriyanti, Priyanto, A.M. 2010: 2). The children sexual violence perpetrators in Indonesia are the closest persons to the victims. The data obtained from the Indonesian Pediatrician Association (*Ikatan Dokter Anak Indonesia/IDAI*) in 2014 show that 24% of perpetrators are the victim's families, 56% of them come from the victims' surrounding social environment where they live and 17% of them are from the school environment. The occurrence of sexual violence based on sites includes at homes (48.7%), public places (6.1%), schools (4.6%), working places (3.0%), and other places, such as motels, hotels, and so forth (37.6%). The results of research conducted by Paramastri, Supriyanti, Priyanto (2010) show that several children sexual violence cases taking place at homes occur when they are taking a bath with the family (brother, father, or grandfather). Furthermore, it is explained that the sexual violence taking place at schools, generally committed by the classmates, seniors or even juniors. Sexual violence is also committed by the teachers. Due

to the facts that sexual violence cases which victims are children and the perpetrators' tendency are the closest people, it is important to provide sexual education for the elementary school age children. Hartanti (2014: 1) suggests that sex education should be given as early as possible. In the context of school education, sex and sexual education should be given since the children are at the Early Age Education in order to reduce the children sexual violence cases. The results of research conducted by Dame, Widyana, Abdulah (2007) conclude that the group provided with sexual education tends to decrease their sexual behaviors.

The implementation of sexual education at the elementary schools employs various methods and media. Rahmawati (2012) states that social story strategies may accurately describe the situations and comic conversations which mostly utilize visual symbols, abstract conversational concepts and colors which indicate the emotional contents may improve the students' understanding on sexual education. The results of research conducted by Nurhidayati & Pratiwi (2013) conclude that video media designed by using windows movie maker completed with a guiding book and some supporting materials to facilitate the students to understand the danger of free sex among teenagers. Haryadi & Irawan (2016) conclude that the involvement of visual communication media plays its important role to make the story more interesting. Each visual communication medium either in the forms of static media, such as comics and pictorial stories as well as the dynamic media, such as animation and games may be adapted to support the storytelling activities to meet the messages that should be well conveyed. Comics have a great contribution in providing information to educate, entertain, and persuade the readers, such as the natural function of communication (Maharsi, 2010: 10). Daryanto (2013: 128) states that comics provide various advantages as the learning media containing strong visual and story elements. The visualized expressions make the readers emotionally involved that they are encouraged to completely read the whole book.

The development of A Smart Pocket Book against Children Sexual Violence (*Buku Saku Pintar Anti Kekerasan Seksual Anak/BUSAPAKSA*) based on comics is one solution made to overcome the problem of sexual violence increase among students, especially the elementary school students. The purpose of this research is producing *BUSAPAKSA* to improve the students' understanding on children sexual violence. The comic-based *BUSAPAKSA* is a small pocket book completed with cartoon pictures which are integrated to the existing elementary school subjects containing the concepts how to identify the sexual crime perpetrators, the attitudes should be made when meeting any stranger, or those have the intention to commit crimes, and introduce the types of sexual crimes presented in the forms of story. The characteristics of elementary

school students who easily learn through visual media to understand the concept may become one consideration to select comics as the learning media.

## II. RESEARCH METHODS

This study employs a Research and Development (R&D) method. Borg & Gall (1983: 775) explain that R&D consists of 10 development stages covering (1) collecting information (conducting library studies, surveying classroom learning observation, designing a research framework); (2) designing a research including formulating the research objectives, estimating the required funding and time allocation, and preparing the research working procedures; (3) developing the initial product form (drafting the initial product); (4) conducting preliminary field test; (5) revising the main product; (6) conducting main field test; (7) revising the main field test; (8) conducting the operational field test; (9) revising the final product; (10) disseminating the product. The procedures of this study include (1) preliminary study, (2) curriculum analysis, (3) product drafting organization, (4) validating the product drafts by the experts, (5) product trial and revision, and (6) dissemination. The research subjects are the elementary school students and teachers in Brebes, Tegal, and Banyumas regency as well as in Tegal city. This study is conducted from April to September, 2017. The research population is the elementary school students in Brebes, Tegal, and Banyumas regency as well as in Tegal city. The samples are collected using a purposive sampling technique. The purposed samples are selected based on the presence/absence of sexual violence experienced by the elementary school students at school.

## III. RESULT AND DISCUSSION

The research results cover the results of preliminary study procedures, objective and material analysis, and product drafting organization and validators' assessment.

### Preliminary studies

The data obtained from the Resort Police Unit on Children and Gender-based Violence show that the elementary school students in those four regencies have experienced the violence. The number of sexual violence victims is in facts more than the reported data. Parents/families do not report the incidents since they feel ashamed and disgraced if those incidents are widely spread. The perpetrators of children sexual abuse are the family members, adjacent neighbors, and teachers. The perpetrators of children sexual abuse persuade their victims by offering money, toys or food, and repressive actions. The interview results with the teachers shows that the sexual education has never been given by the school teachers since they have never received any training on sexual education, there are no supporting media, the teachers' and principals'

worries having no courage to provide the sexual education. Sexual education is still taboo to most students' parents/foster parents. The preliminary study analysis shows information that sexual violence education is greatly required by the elementary school students. Books are selected as sexual violence education media with a consideration that those may be accessible for the students in urban/rural areas. Comic media are used to complete the *BUSAPAKSA* contents which are predicted may improve the students' interest, and easily understand the children sexual violence information.

### **Objective and Material Analysis**

The material analysis of children sexual violence taught to the students concerning on the cognitive and the psychosocial development of elementary school students is conducted to obtain materials to completely write this book. The analytical results on sexual education materials are as follows.

- a. **Recognizing and Maintaining My Body Parts**  
This material provides information about body organs, how to keep clean, and which body parts may and may not be touched.
- b. **Recognizing Family Members**  
This material provides information about family members. In addition, students are also provided with information on awareness to strangers. Not family members.
- c. **Computer and Internet Learning**  
This material provides information about computer and internet devices and uses for positive activities.
- d. **Recognizing the Government Offices**  
This material provides information about the government offices, such as police station which function is as a place to report the crime.
- e. **Going to the Zoo**  
This material provides information about the types of animal. In addition, this material also provides information on awareness to the crowded tourist attractions and other crowded places.
- f. **Fishing in the River**  
This material provides information to the students on awareness of strangers who give something, yet ask for a reward.
- g. **Being Adult Game**  
This material provides information in order not to act and behave like adult couples.

Those seven presented topics are the elaboration of information in identifying tricks of sexual violence perpetrators trapping their victims, and understanding the precautionary and preventive measures in order not to be sexual violence victims. Children are vulnerable to become the victims since they are easily persuaded and lied after given toys, food, and everything making them happy.

### **Product Design**

The designed *BUSAPAKSA* consists of three parts in each presented topic. The first part consists of information on how to learn about the topic, the second part about the material, and the third part about the important information. The first part is introductory information about the topics, and keywords in order to facilitate the students to learn the materials contained in the book. The second part of this book is the material contents being studied. The material is organized through a story plot about the conversation of characters contained in the book. The organized story is based on activities made by the elementary school students in their daily life. The third/last part of this book is smart info, that is, an important information about the preventive measures that there will be no more sexual violence victims. This smart information is presented at the end of each topic. The students' characteristics that gradually learn about the information become a reason to the existence of smart info. Smart info is brief information which is easily to remember.

### ***BUSAPAKSA* Assessment Made by the Validators**

The validators consisting of learning media experts, psychologists, and practitioner teachers provide a good assessment on *BUSAPAKSA*. The validators suggest some developments as follows.

- a. Topic one discussing the types of sexual violence should be removed since it is not in accordance with the students' cognitive development.
- b. Topic introducing sexual education for parents should be added. In theory, sexual education may be obtained from both schools and families.
- c. The word choices used in packaging the stories should be reconsidered and adjusted to the students' cognitive development.
- d. The presented visual comics are organized based on the factual conditions. For example, the classroom is decorated with pictures of national heroes, presidents and others.

### **IV. CONCLUSION**

The developed *BUSAPAKSA* has not been through the product trials and revision phases. *BUSAPAKSA* is good to be utilized by the grade V elementary school students, based on the assessment made by the validators. *BUSAPAKSA* is written based on the elementary school students' life stories. Those seven topics contain information to prevent from sexual violence through comic techniques assisting the students to understand the presented information.

### Acknowledgment

Special thanks to The Directorate General of Research and Community Service (*Direktorat Riset dan Pengabdian kepada Masyarakat/DRPM*), Directorate General of Research and Development, who have provided funding for this research as well as to the Head of Police Resort, principals, teachers, students, and validators who have provide assistance for this research.

### References

- IDAI. (2014). Mengajari kewaspadaan kekerasan seksual pada anak. Diperoleh pada tanggal 25 Juli 2017 dari <http://idai.or.id/public-articles>
- Dame, Y. R, Widyana, R, Abdulah, S.R. (2007). Pengaruh Pendidikan Seksualitas Dasar Dengan Metode Dinamika Kelompok Terhadap Penurunan Kecenderungan Perilaku Seksual Pada Remaja. *Jurnal Psikologi Insight*, 1, (1)
- Daryanto. (2010). *Media Pembelajaran Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.
- Haryadi,T, Irawan, D.I.U. (2016). Penanaman nilai dan moral pada anak sekolah dasar Dengan Pendekatan *Storytelling* Melalui Media Komunikasi Visual. *Jurnal Andhorupa*, 2 (1)
- Hastuti, Sri. 2014. *Pendidikan Seksual Anak di TK dan SD. Prosiding Seminar*. Diakses dari [https://repository.usd.ac.id/.../1135\\_MAKALAH+PENDIDIKAN+SEKSUAL+ANAK](https://repository.usd.ac.id/.../1135_MAKALAH+PENDIDIKAN+SEKSUAL+ANAK)
- Maharsi, Indria. (2010). *Komik dunia kreatif tanpa batas*. Yogyakarta: Kata Buku
- KPAI. 2016. Kasus Pengaduan Anak Berdasarkan Klaster Perlindungan Anak. Diakses dari <http://www.ucarecdn.com/2998b407-30a9-4949-ad65-7e6647bee610/>
- Nurhidayati, Devi, Pratiwi, T.I.(2013). Pengembangan Media Video Untuk Meningkatkan Pemahaman Bahaya Seks Bebas Di Kalangan Remaja SMA Negeri 1 Soko Tuba. *Jurnal BK UNESA*, 1, (1)
- Paramastri, I, Supriyanti, Priyanto, A.M. 2010. Early Prevention Toward Sexual Abuse on Children. *Jurnal Psikologi UGM*, 37 (1): 2
- Prabosiwi, R. , Bahransyaf, D. 2015. Pedofilia Dan Kekerasan Seksual: Masalah Dan Perlindungan Terhadap Anak. *Jurnal Sosio Informa* , 1 (1): 30
- Rachmawati, Fauziyah. 2012. *Pendidikan Seks Untuk Anak Autis*. Elex Media Komputindo: Yogyakarta