

DEVELOPMENT OF THE AVI-SENA BOOK : EDUCATIONAL MEDIA FOR THE PREVENTION OF SEXUAL VIOLENCE IN EARLY CHILDHOOD

Oleh :

Dian Furwasyih¹⁾, Gina Muthia²⁾, Ilham Akerda Edyyul³⁾, Sunesni⁴⁾

¹ Midwifery Study Program, Mercubaktijaya University, Indonesia

² Undergraduate Program and Professional Midwifery Education, Mercubaktijaya University, Indonesia

³ Diploma Program, Speech Therapy, Health and Science Faculty, Mercubaktijaya University, Indonesia

⁴ Professional Program, Health and Science Faculty, Mercubaktijaya University, Indonesia

¹email: deemidwife@gmail.com

²email: gnmth84@gmail.com

³email: ilhamakerdaedyyul@yahoo.com

⁴email: nesni_harfi@yahoo.co.id

Informasi Artikel

Riwayat Artikel :

Submit, 26 Maret 2024

Revisi, 1 April 2024

Diterima, 4 Mei 2024

Publish, 15 Mei 2024

Kata Kunci :

Sexual Violence,
Reproductive Health,
Early Childhood.

ABSTRACT

Background: This research aims to develop educational media that are informative, innovative, interactive, and appropriate to early childhood development that discuss reproductive health, sexual education, and efforts to prevent sexual violence in early childhood. This media is named AVI-SENA Book.

Methods: This research is Research and Development (RnD) research using 3D development processes or steps that include defining, designing, and developing.

Results and Discussion: In the definition stage, this product is defined as an interactive book for early childhood that discusses reproductive health, sexual education, and efforts to prevent sexual violence in early childhood. The book is entitled AVI-SENA. The design stage includes format selection and initial media design. The media was developed using flannel as the basic material, and is made in a busy book or activity book format for early childhood. The third stage is development. This stage includes product creation and expert review. There are two experts involved, namely media experts and material experts. From the results of the expert review, it was found that the product score was in the sufficient category, namely 2.53 for media and 2.47 for material. There are several recommendations from experts that are of concern in improving product quality, namely that the basic material of the media should be replaced with wipe and clean paper because the use of flannel cloth is not recommended, then studying the material in more depth and detail with clearer activity instructions so that children can understand it better and the activities in the book can also be modified so that they are more relevant to the content.

Conclusion: AVI-SENA Book was developed as an alternative educational media for preventing sexual violence against children. It is recommended to replace the AVI-SENA manufacturing material with a wipe and clean paper to improve the quality of the media created so that it is more enjoyable for children to participate in activities using the AVI-SENA Book.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Corresponding Author:

Nama: Dian Furwasyih

Afiliasi: Mercubaktijaya University

1. BACKGROUND

Globally, according to the United Nations Emergency Children's Fund (UNICEF) report in 28 European countries, there are 2.5 million young women who report having experienced sexual harassment, whether physical contact or not, before the age of 15. WHO estimates that in 2017 there were around 1 billion minors between the ages of 2 and 17 years old who had experienced physical, emotional, and sexual violence. Survey results show that 1 in 17 boys and 1 in 11 girls have experienced sexual violence. It can be concluded that 2 out of 3 children and adolescent girls and boys in Indonesia have experienced violence throughout their lives. In fact, 3 out of 4 children report that the perpetrators of emotional violence and physical violence are friends or peers.

The Ministry of PPPA received 151 cases that occurred in 73 regencies or cities in 22 provinces, all case reports have been followed up with detailed data; 31.78% of cases can be handled and resolved, 6.62% of case locations were not successfully traced or found by the local DP3A and 61.58% of cases did not receive feedback from the Regency/City DP3A (3). Therefore, material regarding the introduction of sex education for early childhood must be structured in such a way that it can be understood by children and adapted to the child's age and level of understanding by Cuartas J, Baker-Henningham H, Cepeda A, Rey-Guerra C (2022).

Providing material regarding the introduction of sex education for early childhood in kindergarten is seen as one way to anticipate the occurrence of sexual abuse in early childhood (4). One of the results of research conducted by Solihin (2015) illustrates that teachers are not yet fully able to prepare sex learning plans based on the steps for making appropriate learning plans (4). However, in reality, until now learning media that can introduce sex education for early childhood have not been available. The principal revealed that only one teacher at Sabrina Kindergarten had received training on introducing sex education to early childhood.

Apart from that, it also revealed that until now, students at school have never received education about introducing sexuality to early childhood. According to a literature review conducted by Efevbera Y, McCoy DC, Wuermli AJ, Betancourt TS (2018) found that a systematic literature review on integrated early childhood sex education interventions child development and violence prevention in developing and developing countries are very limited.

Based on the description of this phenomenon, researchers are interested in developing the AVI-SENA Book educational media as a learning media for reproductive health and sexual education in early childhood. Based on this, the researcher has an

interest in the field of research in the midwifery care group for women and children in vulnerable groups. In 2019, researchers have also carried out child-friendly school outreach activities in kindergartens and are expected to be able to develop educational media for early childhood as a step to prevent acts of sexual violence in early childhood through providing information on reproductive health and early childhood sexual education, as well as other efforts children can do to prevent sexual violence against children.

2. METHODS

The development model used in this study was the model from Dick & Carey (2015), which consists of 10 stages. These stages in this study were limited to four because this study only created models of activity books for children under 5. The stages in this research were: (1) Identifying Instructional Goals, (2) Conducting Instructional Analysis, (3) Identifying Entry Behaviors, and (4) Writing Performance Objectives. Based on the four steps in the R&D development stage, the Dick & Carey development stages were adapted into this development study into two steps, the needs analysis stage and the product design stage.

Needs Analysis Stage

This stage aims to evaluate the need for educational media that will be developed, namely the Avi-Sena Book, which contains reproductive health education for early childhood, sexual violence against children, and prevention of sexual violence against children. Data at this stage was obtained from focus group discussions between the research team and experts, field observations, interviews, and a literature study. The availability of educational media to prevent early childhood violence is important because various acts of sexual violence against children that have occurred recently in Indonesia, especially in the city of Padang, are very worrying. According to Baker-Henningham H, Bowers M, Francis T (2023) Early childhood intervention is a core component in violence prevention programs. One preventive measure that can be considered is providing adequate educational media that is easy for young children to understand.

Product Design Stage

The results obtained from the first stage need analysis to determine the media design to be developed. Stages of activities in product design include determining the components of the media to be developed, namely the Avi-Sena Book, determining the concept to be conveyed, and preparing the content material for the book to be developed. The initial design considers the needs of children, according to Painter, C. (2008) Kress, G., & van Leeuwen, T. (2006) understanding that includes visual modality in relation to verbal meaning. This

can be useful as a framework for analyzing children's picture books as a visual-verbal unity through the lens of multimodal discourse analysis so it can Conclusion Avi-Sena books are designed according to children's needs. At this stage, an initial design of the product is developed.

3. RESULT AND DISCUSSION

This research is RnD research where researchers develop educational media to prevent sexual violence in early childhood. This media is a type of busy book or interactive activity book for children that is designed using flannel as the basic material. Media development is carried out in two stages, namely the needs analysis stage and the product design stage, namely:

Needs analysis stage

1. Defining Stage (definition)

This definition stage includes facts and a series of needs in reproductive health education and the prevention of sexual violence in early childhood. In line with the development carried out by Francis, Taja, and Helen Baker-Henningham (2020), the development of health education media was based on an initial survey at the research location, where the school principal stated that teachers had never received training on reproductive health and prevention of sexual violence in early childhood and there was no learning media that could be used for this material.

2. Design Stage (design)

At this stage, a media design will be produced. The steps are as follows:

- a. Format selection : The educational media developed is the educational and interactive book AVISENA Busy Book which is made from flannel fabric.
- b. Initial media design : The educational material was created based on material on reproductive health and prevention of sexual violence in early childhood that was recommended by the Ministry of Women's Empowerment and Child Protection (Kemen PPPA).

Material is transformed in the form of characters, images, and objects that can be used to explain related material. In line with (Callow, J: 2013) (Kress, G. & van Leeuwen. T: 2002) the visual design created can support teaching, viewing and creating visual meaning, and is based on the work created. According to Coore-Hall J, Smith J, Kelly

M, Baker-Henningham H, Chang S, Walker S (2023) Implementation of sustainable early childhood programs requires resources, materials and methods that are adaptable, measurable and feasible to be implemented through various sector.

Product design stage

Development stage (develop)

This development stage aims to produce a final product after going through a validation and

revision process. The validation results will be taken into consideration in the final product. Validation is carried out by validators who are media suitability experts, material experts, audio experts, and educational technology experts. The determination of expert reviewers is based on the reviewer's field of knowledge and expertise. This validation is provided by providing a validation questionnaire to the validator. The validation results are in the form of numbers and then calculated to determine validity according to the specified criteria. The product can be said to be valid and can be used if the product validity level reaches a valid minimum. If the product has been declared valid, a field trial will be carried out. The design of the AVISENA's busy book is as follows :



Figure 1 Front page of AVI-SENA Book

The product review process involves two reviewers who have expertise in the fields of children's health, child psychology, and children's book authors. The following are the results of the product review:

Media Review

Table 1 Result of Media Review by Media Experts

No	Indicator	Score
1	Size	6
2	Layout	13
3	Book Cover Typography	11
4	Book Cover Illustration	6
5	Layout of Book Contents	12
6	Book Content Typography	16
7	Book Content Illustration	12
Total		76
Mean		2,53

Media Expert Recommendations

1. Replace the media with wipe and clean papers, flannel is not recommended
2. A5 paper size, minimum number of pages 16

Material Review

Table 2 Results of Material Review by Content Expert

No	Indicator	Score
1	Self Instruction	17
2	Self Contained	4
3	Stand alone	6
4	Adaptive	4
5	User Friendly	6
Total		37
Mean		2,47

Material Expert Recommendation

1. Add information first, then convey the activity
2. Deeper study of the material
3. Instructions must be clearer and more detailed
4. Content should be reviewed to be more relevant

5. Additional material as appropriate
6. Evocative power, beautiful power
7. Add activities that are relevant to the content

The results of the material and media review show a score in the sufficient category. This shows that this media can be used in field tests with several improvements recommended by the reviewer. Apart from products made from flannel, the team also designed a booklet containing educational material on reproductive health and prevention of sexual violence for early childhood. The AVISENA booklet design can be seen in more detail below:



Figure 2 Display of the Avi-Sena Booklet

The product produced in this research is the Avi-Sena Educational Media book with educational material on the prevention of sexual violence in early childhood for learning in the form of descriptive data, namely insights and input from material experts and media experts in accordance with product development procedures. Products that are suitable for use as media are determined through the results of material expert validation, media expert validation as well as testing the use of the Avi-Sena Book media with educational material for preventing sexual violence in early childhood by teachers and students in limited trials and usage trials. The results of media use tests in the form of quantitative data (scores) are processed into qualitative data using the following steps:

- a. Change the assessment in qualitative form to quantitative with the following conditions:

Table 5. Score Assessment Guidelines

Qualitative Data	Score
SB (Sangat Baik)/ Excellent	5
B (Baik)/ Good	4
C (Cukup)/ Fair	3
SK (Sangat Kurang)/Very less	1

- b. Calculate the average score using the formula :

$$\bar{X} = \frac{\sum x}{N}$$

Information :

x	mean
$\sum x$	sum of score
N	sum of reviewer

- c. Converting the average score into a qualitative value with the following assessment criteria:

Table 6. Total Assessment Classification

Rumus	Rata-rata Skor	Klasifikasi
$X > \bar{X}_i + 1,8 \times sb_i$	> 4,2	Sangat Baik
$\bar{X}_i + 0,6 \times sb_i < X \leq \bar{X}_i + 1,8 \times sb_i$	> 3,4 - 4,2	Baik
$\bar{X}_i - 0,6 \times sb_i < X \leq \bar{X}_i + 0,6 \times sb_i$	> 2,6 - 3,4	Cukup
$\bar{X}_i - 1,8 \times sb_i < X \leq \bar{X}_i - 0,6 \times sb_i$	> 1,8 - 2,6	Kurang
$X \leq \bar{X}_i - 1,8 \times sb_i$	$\leq 1,8$	Sangat Kurang

In assessing the development of the Avi-Sena Book media, the assessment is determined with a minimum score of B, namely the good category. So, if the average assessment by material experts and media experts, as well as the results of tests on media use by students and teachers, shows the final result is B, then the development of the Avi-Sena Book media with educational material for the prevention of sexual violence in early childhood for learning in this research categorized as suitable for use in the learning process in kindergarten.

4. CONCLUSION

The media developed in this research is the AVI-SENA Book with flannel as the basic material. Reviewers stated that this media is quite suitable for use as an educational media for early childhood in efforts to prevent sexual violence against children, although there are also several things that need to be perfected. The research team will develop further educational media with better quality in accordance with the reviewer's recommendations so that the AVI-SENA Book can be used an alternative educational media for preventing sexual violence for early childhood.

5. REFERENSES

- Baker-Henningham H, Bowers M, Francis T. The Process of Scaling Early Childhood Violence Prevention Programs in Jamaica. *Pediatrics*. 2023;151(Suppl 2):e2023060221M. doi:10.1542/peds.2023-060221M
- Callow, J. The Shape of Text to Come: How Image and Text Work(2nd ed.). Primary English Teaching Association (Australia) (PETAA); 2023.
- Coore-Hall J, Smith J, Kelly M, Baker-Henningham H, Chang S, Walker S. Using lessons learnt from key stakeholders to increase support for scaling the Reach Up Early Childhood Parenting program. *Front Public Health*. 2023;11:1151826. Published 2023 Aug 8. doi:10.3389/fpubh.2023.1151826
- Cuartas J, Baker-Henningham H, Cepeda A, Rey-Guerra C, Instituto Colombiano de Bienestar Familiar Icbf Early Childhood Team. The Apapacho Violence Prevention Parenting Program: Conceptual Foundations and Pathways to Scale. *Int J Environ Res Public*

- Health. 2022 Jul 14;19(14):8582. doi: 10.3390/ijerph19148582. PMID: 35886432; PMCID: PMC9325014.
- Efevbera Y, McCoy DC, Wuermli AJ, Betancourt TS. Integrating Early Child Development and Violence Prevention Programs: A Systematic Review. *New Dir Child Adolesc Dev*. 2018;2018(159):27-54. doi:10.1002/cad.20230
- Francis, Taja, and Helen Baker-Henningham. "Design and Implementation of the Irie Homes Toolbox: A Violence Prevention, Early Childhood, Parenting Program." *Frontiers in public health* vol. 8 582961 16 Nov. 2020, doi:10.3389/fpubh.2020.582961
- Hainstock. Metode Pengajaran Montessori Untuk Anak Sekolah : Diterjemahkan oleh Hermes. Jakarta: Pustaka Delapratasa; 2002.
- Handayani, A. & Amiruddin A. Anak Anda Bertanya Seks?: Langkah Mudah Menjawab Pertanyaan Anak tentang Seks. Bandung: Khazanah; 2008.
- IDAI. Mengajari Kewaspadaan Kekerasan Seksual pada Anak. 2014;
- Kress, G., & van Leeuwen, T. Reading images: the grammar of visual design (2nd ed.). London: Routledge. 2006.
- Kress, G. & van Leeuwen. T. Colour as a semiotic mode: notes for a grammar of colour. *Visual Communication*. 2002. 1 (3), 343-368.
- Marlia A, Rusdiyani I, & Pratama T Y. The Influence of Media Use Flannel Book Imagination Against The Reading Skills of Understanding Child Mental Retardation Lightweight Class VIII In SKH Madina City of Serang. *Jurnal UNIK: Pendidikan Luar Biasa*. 2018, Vol 3, No 1.
- Nuari NA. Analisis Perilaku Pencegahan Sexual Abuse Oleh Orang Tua Pada Anak Usia Sekolah. *J Ilmu Kesehat*. 2017;5(1).
- Nugraha, B. D. & Wibisono S. Adik Bayi Datang dari Mana?: A-Z Pendidikan Seks Usia Dini. Jakarta: Noura Books; 2016.
- Painter, C. The role of colour in children's picture books: Choices in AMBIENCE. In L. Unsworth (Ed.), *New Literacies and the English Curriculum*. 2008. (pp. 89-111). London; New York: Continuum
- Romantika P. Upaya pencegahan kekerasan seksual terhadap anak oleh pusat pelayanan terpadu pemberdayaan perempuan dan anak (P2TP2A) di Kabupaten Wonogiri. Universitas Islam Negeri Sunan Kalijaga; 2014.
- Russell D, Higgins D, Posso A. Preventing child sexual abuse: A systematic review of interventions and their efficacy in developing countries. *Child Abus Negl*. 2020;102(January):104395.
- Schutte. Long Live Love. The implementation of a school-based sexeducation program in the Netherlands. *J Heal Educ Res*. 2014;29(4):583-97.
- SNPHAR, (2018) *KEMENPPPA Luncurkan Hasil Survei Nasional Pengalaman Hidup Anak Dan Remaja Snpnar Tahun 2018*. <https://www.kemenpppa.go.id/index.php/page/read/29/2123/kemen-pppa-luncurkan-hasil-survei-nasional-pengalaman-hidup-anak-dan-remaja-snpnar-tahun-2018>
- Solihin. Pendidikan Seks Untuk Anak Usia Dini. *J Pendidik Sekol Dasar*. 2015;1(2):58-63.
- Zeuthen K, Hagelskjær M. Prevention of child sexual abuse: Analysis and discussion of the field. *J Child Sex Abus*. 2013;22(6):742-60.
- UNICEF. Action to End Child Sexual Abuse and Exploitation: A Review of the Evidence 2020. 2020;1-238. Available at: <https://www.unicef.org/documents/action-end-child-sexual-abuse-and-exploitation-review-evidence-2020>
- Zeuthen K, Hagelskjær M. Prevention of child sexual abuse: Analysis and discussion of the field. *J Child Sex Abus*. 2013;22(6):742-60. Schutte. Long Live Love. The implementation of a school-based sexeducation program in the Netherlands. *J Heal Educ Res*. 2014;29(4):583-97.