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Research article

The Effectiveness of the "Ramayana" Animated Film in Supporting Sexual Education to Improve Personal Safety Skills

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Abstract.
This research aimed to test the effectiveness of the animated film "Ramayana" in supporting sexual education to improve the personal safety skills of elementary school students. A quasi-experimental design was used. This research was conducted at Karanganyar elementary school and Yogyakarta Minggiran elementary school, which were chosen because they have many children with special needs who need extra support. The study was conducted with two classes, namely class V Karanganyar SDN with 22 students who watched the animated film, and grade V SDN Minggiran with 39 students who instead used the textbook that is normally used in the learning process. A personal safety questionnaire was used to collect the data, which were analyzed by an independent sample t-test. A significant different was found between the personal safety skills in the experimental group vs. in the control group. The level of personal safety skills of the students in the experimental class and in the control class were in the very good category.

Keywords: Ramayana, personal safety skills, sexual education

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1. Introduction

Children need to get a good education so that their potential can grow quickly, and can grow into humans who have good personalities and have a variety of useful abilities and skills [1]. Children aged 6-13 years of experience of growth and development that is very fast. The existence of problems in the development of children can affect the lives of those in the period ahead. Because it's, needs to give intake of nutrition and education are good so that can be a foundation to develop themselves in the future. Children aged 6-13 years are elementary school children. Future school basic is past is important for children in the development of the physical, mental and spiritual, so the need to instill character that both the children so that can be a character base that is good for the life

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before them. Education characters are things essential for the future ahead of someone [2]. Education code for students is important for the future before them because of the nature of the characters personally determine the quality of life of human beings [3]. Build character in school elementary can be done by giving an example of the attitude that is good to them. It needed the support of the entire environment of education, which are: family, school, community, and the government. The process of character formation is also influenced by media information and communication technology. Advancement of technology increased by rapidly opening opportunities to transfer information without boundaries. Transfer information without boundaries may have the impact of positive and negative. Impact negatively on the transfer of information without limit is the amount of information that contains the content of violence and pornography easily accessible by all levels of age both adults, adolescents, and children. It's maybe a risk factor for the spread of cases of decadence characters, one of them was abused sexually against children. Violence Sexual is the action not obscene that involve tool genitals, in which the action is also an obstacle to the development of the personality of the child both physically and psychologically, and also threaten the tranquility of mind of victims, making it difficult to concentrate and don't believe themselves [4]. Forms of sexual violence can be in the form of sexual harassment or rape which results in deep trauma, also often causes physical injury [5], while Lyness [6] states that sexual violence against children can be realized by touching or smell the organ of a sexual child, raping children, showing media/objects porn, showing the tool sex on the child, etc. The impact of trauma as a result of violent sexual that experienced by children are a sense of betrayal or feeling betrayed by the adult (treason); sexual trauma or abnormal mental states due to sexual injury (traumatic sexualization); and feel not empowered or lose the ability to do something (powerlessness) [7].

Cases of sexual violence against children occur in many communities. The phenomenon of sexual violence against children is like an iceberg. This is because most victims of sexual violence are reluctant to report. Also, children generally do not know that the cases that have befallen them are acts of sexual violence. The ease of persuading or controlling victims and the victim's ignorance of gender is a sexual crime [8]. According to data from the Indonesian Child Protection Commission (KPAI), there were 123 victims of sexual violence against children. This shows that there are still many cases of sexual violence against children that need special attention.

Sexual violence against children can be prevented by increasing protective factors. One protective factor for children to avoid sexual abuse is when a child has a personal safety skill or skills of personal safety. Personal safety skill is a skill that

needs to be mastered by children to keep personal safety to avoid acts of sexual violence [9].

Personal safety skills are very important to have so that children can avoid sexual violence. Efforts should be made to form children with personal safety skills, one of which is through sexual education. Sexual education needs to be done to protect children from sexual violence [10]. Through sexual education, it is expected to prevent or minimize the risk of sexual violence against children carried out by fostering an awareness of autonomy and personal responsibility regarding sexuality in children. According to UNESCO [11], the main purpose of sex education for children is to provide children with knowledge so that children can avoid sexual violence. Sexual education can provide understanding to children about forms of sexual violence, one of which is how to express feelings, fight, and seek help. This can be a step to prevent acts of sexual violence. Healthy reproductive education is important to be included as part of a school program. This is because healthy reproductive education can prevent sexual harassment. Students will be given an understanding of the risks associated with certain actions that lead to sexual harassment.

Sexual education for children is very important to be taught from an early age. Unfortunately, there are still many parents who consider it taboo to teach children sex education. Parents feel afraid if sexual education will trigger the child's curiosity to try to do sexual activities. There is a tendency that healthy reproductive education is considered taboo if discussed openly [12]. This has become one of the problems for parents to dare to teach the material to children. Even if the impression of taboo talking about sex with children is common, children will also assume that they are taboo to tell their sexual development to parents. From here, it is feared that children will quietly from parents to find out for themselves about sex [5]. This is in line with the opinion of Porter, Cooper, Henry, et.al. [13] that most children will ask questions. According to Widiastuti [14], children who are victims of sexual violence generally do not know what happened to them. The solution that can be done is to provide sexual education to children.

Sexual education carried out with appropriate delivery and learning media has been proven to improve children's safety skills. Research conducted by Astuti, Hasnida, and Hadiati [15] shows that sexual education can improve personal safety skills in elementary school students. Furthermore, research conducted by Mashudi &Nur'aeni [10] shows that sex education can reduce risk factors for acts of sexual violence. A similar study was conducted by Jatmikowati et al [16] who researched early childhood sexual education through role-plays with the theme: (1) Me and My Body; (2) Me and My Clothes; (3)

Family and People around Me; and (4) How to care for and maintain the body. The results of the development of teaching materials are validated by experts by producing a "Good" score for materials that involve the cognitive, affective, and psychomotor domains. Sexual education can instill children's knowledge about their gender and can provide an assessment of actions related to sexuality [8, 17]. Besides, sexual education should start at the elementary school level, so the values obtained by students can be the foundation of their character. Mistakes that may occur if the child is late in having healthy reproductive knowledge is the occurrence of risky sexual behavior when the child turns into a teenager. One of the problems that often arise in adolescents related to reproductive problems is risky sexual behavior towards pregnancy problems that occur in adolescents of school age outside of marriage [18].

Healthy reproductive education must be packaged following student development so that the goals of healthy reproductive education can run effectively. One strategy for developing insights on character values in healthy reproductive education is through exemplary stories, stories that tell about the values of virtue and gender equality.

Animated fairy tales are a practical way to instill exemplary values in children. This is because the values contained in fairy tales will be quickly absorbed by the brain. Fairy tales provide stimulation to the child's brain so that it can affect the child's development in terms of cognitive, affective, and psychomotor. Therefore, it is important to research to develop healthy reproductive education media using fairy tales based on gender equality and integrated with healthy reproductive education to improve children's self-regulation in elementary schools. This study has focuses on healthy reproductive education for children. Healthy reproductive education can be constructive, preventive, or both. Constructive education presents facts that are accompanied by an explanation of healthy gender and reproductive behavior, while preventive education provides facts about what should be avoided in maintaining reproductive health. When students are equipped with knowledge about reproductive health, students will be able to cognitively understand certain behaviors that lead to sexual crime. Reproductive health education is important because it can prevent students from sexual crimes [10].

2. Method

The method that use in this study is quasi-experimental. This research was conducted at Karanganyar Elementary School and Yogyakarta Minggiran Elementary School. SD Karanganyar Yogyakarta is one of the inclusive schools in the city of Yogyakarta. There are many children with special needs who attend this school, such as slow learners,

ADHD, Attention Deficit Hyperactivity Disorder, attention deficit, and hyperactivity disorders, physical disorders, low vision, emotional behavior, Down syndrome, cerebral palsy, mental disabilities, and behavior disorders. SDN Karanganyar and SDN Minggiran Yogyakarta were chosen because they have many children with special needs who need help with their arrangements. The study was conducted in two classes, namely class V Karanganyar SDN as many as 22 students and grade V SDN Minggiran as many as 39 students. In conducting research, 39 students in grade V SDN Minggiran continue to use textbooks that are usually used in the learning process and did not use the animated film "Ramayana" which was integrated with the values of healthy reproductive education. Then this class is called the control class. On the other hand, 22 students in grade V SDN Karanganyar use the animated film "Ramayana" which is integrated with the values of healthy reproductive education in the learning process. Then it is called the experimental class.

Data were collected using a questionnaire. A questionnaire was used to measure the ability to maintain themselves using questionnaires' safety skills from Bagley and King [9]. The type of questionnaire used in this study was a closed questionnaire with 15 statements. Formulation of a questionnaire based on the indicator's safety skill, ie, Recognize, resist, and report. Assessment is based on a Likert scale with a score range of 1 to 4. The selection of a 4-point Likert scale is based on considerations: (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. Quantitative data from the results of the questionnaire were converted into qualitative data using a qualification scale.

3. Results and Discussion

3.1. Results

It was found that the significance value of the pretest normality test in the experimental class was 0.069 more than α (0.069> 0.05) and the pretest data in the control class was 0.091 more than α (0.091> 0.05), while the posttest data in the experimental class was 0.253 more than α (0.253> 0.05) and posttest in the control class 0.203 more than α (0.203> 0.05). This shows that the value of *personal safety skills* between the experimental and control classes is normally distributed, both in the pretest and posttest. It was found that the significance value of the Levene Test for pretest data was 0.187. This value is more than 0.05 so that the *personal safety skill value* in the pretest between the experimental and control classes has a homogeneous variant.

Effectiveness Test

TABLE 1: Scores of Pretest and Posttest.

	Data	The mean	N	Std. Deviatio	Std. Error Mean
Pair 1	Experiments	73.45	22	5,271	1,124
	Experiments-posttest	84.95	22	3,709	.791
Pair 2	Control-pretest	71.26	39	6,616	1,059
	Control-posttest	74.00	39	6.266	1,003

In this research, the effectiveness test and hypothesis test using the t-test. Hypothesis testing with a t-test is used to test the effectiveness of the animated film "Ramayana" which is integrated with the values of sexual education to improve students' safety skills. Based on table 1, it can be seen in the experimental class that the pretest score of the personal safety skill score is higher than the control class pretest. On the other hand, it is necessary to prove whether there are significant differences in the achievement of personal safety skills between the experimental and control classes by conducting an Independent Sample Test (Table 2).

TABLE 2: T-test of Pretest and Posttest.

Data	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Pretest posttest	3,152	.081	1,423	52151	.161	2,198	1,544	
	10,976	.002	7,478	59	.000	10,955	1,465	

Table 2 shows that there were no significant differences in the average scores of students' personal safety skills between the experimental and control classes before using the animated film "Ramayana" which was integrated with sexual education values. After ensuring that the experimental class and the control class have the same level of personal safety skills, the research can proceed by giving different treatment in the experimental and control classes. The animated film "Ramayana" which is integrated with the values of sexual education is applied to the experimental class, while the control class still uses learning media, as usual, namely textbooks. The learning process in the experimental and control class lasted for five meetings. At the fifth meeting, students are given a test to see students' safety skills.

Based on Table 1, it can be seen that the posttest results from the experimental class are better than the control class. The results of this posttest showed an increase between the experimental and control classes from the previous one. The posttest results obtained were then tested using the Independent Sample Test to prove whether there were significant differences in students' personal safety skills in the experimental

and control classes. The results showed that students in the experimental class had better personal safety skills than students in the control class.

Questionnaire Results

The questionnaire contained 14 statements compiled based on personal safety skill indicators, which were given at the end of the meeting. The statement is about whether students can set goals and plan activities related to health and safety, can train themselves and make strategies to achieve goals, can conduct self-evaluation of the quality or progress of an action, can find information about themselves through sources social power, trying to record various events or results obtained in the learning process, can choose or manage the physical environment, and can seek help from people who are considered capable of achieving the desired goals. The results of the questionnaire in the experimental class using the animated film "Ramayana" integrated with sexual education values indicate that achieving personal safety skills for all statements included in the "very good" qualifications. This shows that all experimental class students have realized the importance of personal safety skills and have demonstrated personal safety skill behavior in learning activities. In the control class that does not use the animated film "Ramayana" which is integrated with sexual education, values show an average level of achievement with a "good" qualification.

3.2. Discussion

This Experimental research aims to determine the effectiveness of using animated film "Ramayana" that is integrated with the educational value of sexual by way of giving an action different between classes experiment and grade control. Learning in the experimental class uses the animated film "Ramayana" which is integrated with the values of sexual education. Media animated films selected for the media are included in the audio-visual media that can be used in the learning process, especially the education of sexual for children ages early [19]. On the other hand, students in the control class are not given treatment, meaning that learning takes place by using the usual textbooks in use in the learning process. The existence of different treatments that, finally found that there is a significant difference in the personal safety skills of students between the experimental class and control class. Posttest effectiveness test results can be seen in Table 2, while the data posttest in Table 1 shows that the average personal safety skills in the experimental class are higher than in the control class which can be linear with the result test effectiveness shows that there are differences in the two classes. The linearity of the two test results shows that the use of the

animated film "Ramayana" which is integrated with the values of sexual education is effective in improving students' safety skills. This is because video combines audio and visual elements, so students will easily understand the material in the presence of moving images and audio. Students can also use two senses to capture information [20]. Learning steps using the animated film "Ramayana" that is integrated with the educational value of sexual starts with giving an explanation about the materials by teachers and gave several statements to the students. This activity aims to see the extent of students' understanding of the material. Also, this activity is to provoke students' curiosity. The next step taken by the teacher is to divide students into groups of 3 to 4 members. Each group member has the assignment to study the material contained in the animated film "Ramayana" which is integrated with the values of sexual education and explain it in front of the class. The use of the animated film "Ramayana" which is integrated with the values of sexual education in the learning process will create student-centered learning. Besides, the animated film "Ramayana" that is integrated with sexual education values makes the learning process more innovative and enjoyable because it displays animated films about the Ramayana puppet story that is of interest to students and makes it easier for students to understand the essence of personal safety skills, such as limbs who must not be touched by others, must be careful with strangers and must be able to take care of themselves anywhere and anytime. The animated film "Ramayana" which is integrated with the values of sexual education is very satisfying and enriches the learning experience of students. Also, the animated film "Ramayana" which is integrated with the values of sexual education is very effective in improving students' safety skills. In the control class, learning becomes teacher-centered learning so that not all students actively participate in finding information and constructing it into understanding. Therefore, students' understanding of the material and learning outcomes in the control class is not as good as in the experimental class using the animated film "Ramayana" which is integrated with the values of sexual education.

Learning to use the animated film "Ramayana" which is integrated with the values of sexual education can facilitate students to be able to practice personal safety skills in learning activities. This is like Feka's statement which provides sex education through animated videos that can facilitate children about what might or might not be done about sexuality.

In the animated video shows that there is a personal safety skill component that is packaged in a fairy tale. In the animation, there is an impression of a teacher who is teaching students to introduce which parts of body should not be touched by the haphazard people who are conveyed through singing.

Also, there are examples of cases relating to self-care so students can take lessons after watching the animated film "Ramayana", namely when Sinta is kidnapped, so Sinta does not want to be touched by others. This moral value will be held by students so students can look after themselves. In the learning process, the teacher also accustoms students to look after themselves and limit touch with the opposite sex. At the end of the meeting, students were given a questionnaire about the value of personal safety skills after watching the animated film "Ramayana" which was integrated with the values of sexual education. The results of the questionnaire in class experiments indicate that after watching the animated movie "Ramayana" that is integrated with values of sexual education, the achievement level of personal safety skills based on indicators of personal safety skills Be Rada in the excellent category. This proves that students in the experimental class have shown good personal safety skills in the learning process of sexual education. Personal safety skills students can be formed through a learning process.

This is in line with the explanation of Hana [21] that in principle, teaching sexuality to children aims like when parents provide immunizations to children, namely to prevent children from contracting certain diseases by vaccinating certain viruses. In this case, sexual education is also intended so that children have knowledge that will guard against inappropriate sexual contamination. It is expected that children will have high negligence and self-control against attacks of irresponsible sexual behavior. The animated film "Ramayana" which is integrated with sexual education values used in the learning process under the content standards and learning process standards so that learning objectives are expected to be achieved. This is evidenced by the increasing value of personal safety skills, and the level of achievement of personal safety skills are very good category.

In the learning process, students learn by using textbooks as usual. Learning media do not integrate the value of personal safety skills so students do not get material about the importance of caring for themselves, maintaining body parts, and not easy to trust strangers. Although the level of achievement of personal safety skills is in a good category, it can be maximized if students are given learning media that is integrated with the value of personal safety skills. To instill the values of sexual education in learning should be done by the teacher and the environment. Both have an important role in instilling the values of these. This is confirmed by the findings of a study from McCaffree & Matlack [22] that sexual education taught in schools will have long-term benefits and impacts on daily life.

4. Conclusion

The animated film "Ramayana" which is integrated with the values of effective sex education to improve students' safety skills. The results showed that the significant value in the effectiveness test of the experimental class and the control class was 0,000 <0.05. The average score of self-regulation in the experimental class was 84.95, while the average score of cognitive abilities in the control class was 74.00. The achievement of aspects of personal safety skills in the experimental class was in a very good category, while the achievement of aspects of personal safety skills in the control class was in a good category. By thus advised to develop and implement the animated film "Ramayana" that is integrated with the educational value of sexual practices.

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