Development of the SAPA JADI Sexual Education Media as a Big Board Game to Improve Knowledge on Sexual Harassment

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Abstract: In cases of sexual harassment that have occurred, both victims and perpetrators are not limited to adults but also include children. The existence of such acts of sexual harassment highlights the urgency of implementing child protection efforts. One preventive measure to reduce cases of sexual harassment is by increasing children's knowledge of sexual harassment from an early age. Therefore, this study aims to develop a sex education medium in the form of a board game to improve young children's understanding of sexual harassment. This medium is designed to help learners and educators comprehend three essential aspects of sex education: recognition of body parts, identification of body parts that may and may not be touched, and appropriate ways to act, react, and speak in situations with tendencies of sexual exploitation. The development method used is Research and Development (R&D), which includes the stages of identifying potential and problems, data collection, product design, design validation, design revision, limited product trials, product revision, and large-scale product testing conducted with 30 kindergarten B students at TK Al-Hikmah Krasak. The trial results show that the SAPA JADI sex education big board game has a significant impact on increasing students' knowledge regarding sexual abuse prevention.

Keywords: *Sexual harassment knowledge enhancement, Sex education media, Big board game, Children*

INTRODUCTION

Indonesia, as a state governed by law, is obligated to guarantee and protect children's rights. Various threats faced by children today are influenced by the rapid development of global communication, where society can easily access information—sometimes leading to social deviance, including sexual violence. Over time, sexual violence has evolved into subtler forms, such as sexual harassment (Pitaloka & Putri, 2021). This phenomenon highlights the urgency of child protection efforts.

The government has issued regulations aimed at protecting children from sexual harassment, including Law No. 35 of 2014 on Child Protection. The law emphasizes that in order to achieve the nation's ideals, children must be given the opportunity and support to grow and develop optimally—physically, mentally, socially, and morally. According to this law, the responsibility of providing guidance and protection lies with all members of society (Yanti et al., 2018).

Nevertheless, the primary defense against sexual harassment should be developed within the child, with the support of parents. Parents can teach children to recognize which body parts are safe or unsafe for others to touch. Dahlia et al. (2022) emphasize the importance of assertive behavior in children when facing potential harassment. Parents also play a role in instilling modesty, such as teaching children to wear proper clothing, use the restroom privately, and understand gender-specific boundaries when being helped with personal hygiene.

Education plays a crucial role in preventing sexual harassment (Wajdi & Arif, 2021). It serves as a foundation for developing awareness, values, and social morals in children. Sulistiyowati et al. (2018) state that providing sex education in schools significantly reduces the risk of sexual abuse among children. Early childhood education (PAUD) institutions are the appropriate setting to provide this education, integrating it into children's play-based learning activities (Nurhayati & Nurzaelani, 2020).

Through play, children can develop motor skills, patience, concentration, and cognitive abilities—especially when learning unfamiliar concepts such as sex education. Lack of early education may result in children unintentionally becoming perpetrators, as they do not recognize inappropriate behaviors. Pitaloka & Putri (2021) found that verbal harassment like catcalling is common among children, often seen as jokes without understanding the harmful implications.

Despite efforts by the government and society, the number of sexual harassment cases in Indonesia continues to rise. According to the Ministry of Women's Empowerment and Child Protection (KemenPPPA), in January 2024 alone, there were 18,213 reported cases of sexual violence, with 80% of victims being female and 20% male. This indicates that existing interventions are not yet effective in fully addressing the issue.

There is a lack of safe environments for children, and sexual harassment can happen anywhere, anytime, by anyone. For example, cases in Brebes Regency have revealed child victims of sexual abuse, with perpetrators including a religious school teacher and even a 14-year-old child who raped a 4-year-old toddler. Many cases remain unreported due to social stigma and limited evidence, as victims often remain silent (Pitaloka & Putri, 2021). Cultural norms and lack of awareness often cause acts such as touching or catcalling to be normalized, making legal action difficult.

Despite underreporting, prevention efforts remain critical. According to Sumiyarrini et al. (2022), increasing children's knowledge about sexual harassment from an early age is a primary strategy for prevention. In Brebes, particularly in Krasak Village, field observations at two early childhood institutions revealed very low levels of sexual harassment awareness among students. For instance, in TK Al-Hikmah Krasak, male children often engaged in inappropriate jokes, such as lifting skirts, pulling down pants, touching genitals, and using sexual language—without realizing these behaviors constitute harassment.

Providing sex education to young children is not easy (Mutiara, 2023). The material must be communicated clearly to avoid misinterpretation. In TK Al-Hikmah Krasak, sex education was only introduced briefly through the theme "Myself," and there was a notable lack of effective educational media for preventing sexual harassment. Most schools rely on dolls or posters, which have limitations in delivering consistent and interactive messages (Sarasati & Cahyati, 2021).

According to Natasyah et al. (2023), appropriate media are essential for teaching unfamiliar topics to children. Engaging, fun media help children absorb information more easily (Avianto & Prasida, 2018). Since early childhood learners think abstractly, they benefit from visualized materials (Audina et al., 2022). Learning styles also vary—visual, auditory, and kinesthetic—requiring media that engage multiple senses (Titi Usnah, 2022).

One promising solution is the use of **board games**, which can offer hands-on, fun, and meaningful learning experiences (Yuniarni et al., 2019). According to Yunita in Dliyaulhaq (2021), board games are not only enjoyable but also educational. They typically include boards, colorful illustrations, tokens, dice, spinners, and cards. They are often played by multiple players and can be tailored to specific educational needs (Noda et al., 2019).

A well-designed board game can be adapted to teach children about sexual harassment **prevention** in a playful, interactive way (Khalidah & Ariani, 2022). Educators and parents can use it to demonstrate safe and unsafe touch, how to react to inappropriate behavior, and more. The rules of the game allow children to respond actively to various scenarios. According to Mufida & Ro'is Abidin (2021), board games also improve children's social interaction during play.

Based on the above, the lack of sex education is a root cause of sexual harassment. Therefore, this study proposes the development of a Big Board Game titled "Saya Siap Jaga Diri" (SAPA JADI) as a sex education medium for early childhood. This educational game is developed based on the needs of both educators and learners and aims to increase children's understanding of sexual harassment prevention. The content includes knowledge of body parts, distinguishing safe and unsafe touches, and proper attitudes, reactions, and verbal responses in situations of potential abuse.

METHODS

The research method used in this study is the Research and Development (R&D) method. According to Borg & Gall, as cited in Sugiyono (2015:28), the R&D method is a research methodology used to develop or validate educational and instructional products. Sugiyono (2015) outlines ten steps in the R&D process. However, in this study, only eight steps are adapted and implemented, as described below.
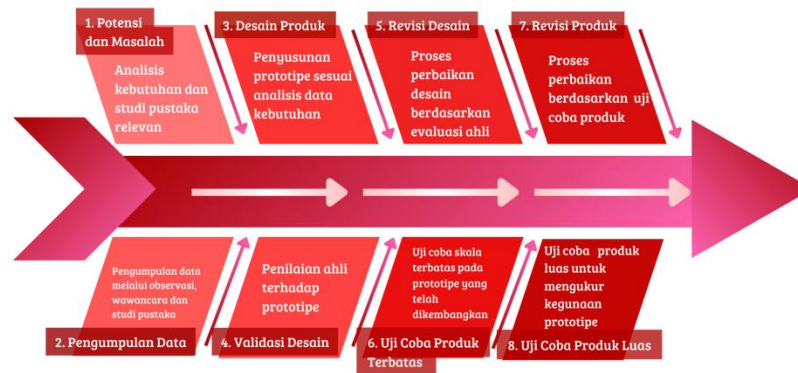

Figure 1. Research Procedure

    a. Potential and Problem Identification

This step involves identifying the potential and problems through observation, interviews, and a review of relevant literature.

    b. Data Collection

The necessary supporting data are obtained through the analysis of observations and interview results with educators and students from selected early childhood education (PAUD) institutions.

    c. Product Design

In this phase, the product is designed by gathering references, creating a list of required materials, sketching illustrations, visualizing the design, and producing a printed prototype.

    d. Design Validation

Design validation is carried out to evaluate the prototype based on predetermined criteria and assessed by academic experts or specialists in the relevant field.

    e. Design Revision

Suggestions and feedback provided by the validators are used to improve the product design.

    f. Limited Product Testing

The product is first printed or manufactured, followed by simulation or testing with a small, limited group of users.

    g. Product Revision

Revisions are made based on the results of the validation and limited testing.

    h. Wide-Scale Testing

The product is tested using a pre-experimental method, specifically the One-Group Pretest-Posttest Design, which includes a pretest, the application of the media (treatment), and a posttest administered to students.

$$O_1 x O_2$$

    O_1 = Pretest score

    O_2 = Posttest score

    X = Treatment (application of SAPA JADI media)

Population and Sample

The population for the limited trial was selected randomly, with the research sample consisting of children aged 5–10 years from the relocation area. Sampling was conducted using a simple random

sampling technique. For the large-scale trial, the sample included all students in TK Al-Hikmah Krasak, specifically children in TK B class aged 5–6 years. Thus, the sample for this study consisted of all TK B students at that institution.

Data Collection Techniques

The data collection techniques used in this research involving the SAPA JADI big board game educational media include (1) literature review, (2) interviews, (3) observation, (4) Validation questionnaires completed by subject matter experts, (5) pretest and posttest assessments.

Validity and Reliability

Validity

Validity testing was conducted to measure how valid the test instruments were, using SPSS 25.0 for Windows. An item is considered valid if the calculated r-value (r_h) is greater than or equal to the critical r-table value, indicating a significant correlation between each item and the total score. Validity testing was conducted with 30 TK B students at TK Pertiwi Krasak.

Reliability

Reliability testing was also conducted using SPSS 25.0 for Windows, with the Cronbach's Alpha method. The reliability coefficient ranges from 0 to 1. The closer the coefficient is to 1, the higher the reliability of the instrument. Therefore, items are considered reliable when they show a high Cronbach's Alpha value.

Table 1. Cronbach's Alpha Reliability Coefficient

Reliability Coefficient	Criteria
0,00-0,20	Not reliable
0,21-0,40	Slightly reliable
0,41-0,60	Fairly reliable / Moderately reliable
0,61-0,80	Reliable
0,81-0,100	Highly reliable / Very reliable

Data Analysis Techniques

This study employed two types of data analysis techniques: qualitative analysis for observational data, interviews, and literature review; and quantitative analysis for the validation tests and assessment tests. In some cases, both techniques were applied simultaneously (mixed methods).

Qualitative analysis in the validity testing was conducted based on the feedback provided by content and media experts, which served as input for improving the product. Meanwhile, the quantitative analysis used a Likert scale to measure the expert evaluations of content and media aspects. The scale was used to calculate scores and assess the feasibility of the SAPA JADI sex education big board game as an educational medium (Sugiyono, 2016).

Table 2. Likert Scale for Validation Assessment

Assessment	Score
Very Inappropriate	1
Inappropriate	2
Appropriate	3
Very Appropriate	4

Expert Validation Scoring The expert validation data were used as a reference for assessing and improving the product. According to Sudjiono (2011:43), the formula used in research to calculate the score percentage is as follows:

$$\textbf{Percentage Score = (x / total score)} \times \textbf{100\%}$$

Based on the calculated scores given by the experts, an interval scale was created to facilitate the interpretation of the results. The interval is used to determine the quality standards of the media's feasibility.

RESULT AND DISCUSSION

Results

The development of the SAPA JADI sex education big board game as an effort to improve knowledge of sexual harassment prevention among early childhood students was carried out through the following development model stages:

1. Media Needs Analysis Results

The needs analysis was conducted through observation, interviews, and literature review. The findings from interviews and observations at TK Al-Hikmah Krasak indicated a strong need for a sex education medium to enhance children's understanding of sexual harassment.

At the time of the study, the teaching media available at the school were limited to posters about body part recognition and a song titled "Allowed Touch, Not Allowed Touch." These media did not provide interactive opportunities for children to explore or practice actions that could help prevent sexual harassment.

As a result, the children's knowledge of sexual harassment prevention remained limited. Based on the pretest results, it was found that 3 students scored only 4 points out of a maximum of 19. The average pretest score was 12 points, indicating that many students at TK Al-Hikmah Krasak had a low level of knowledge regarding sexual harassment education.

Therefore, the researcher aimed to develop the SAPA JADI big board game as a sex education tool to support the increase of sexual harassment awareness and prevention among early childhood learners.

2. Media Data Collection Results

Based on the needs analysis from both students and teachers—obtained through observation, interviews, and literature review—relevant data were collected to guide the development of the educational media. These data served as the reference and guideline for designing the SAPA JADI big board game as an educational tool for sexual harassment awareness. In addition to data collection, the development process also considered the key components required in educational media design—especially for a board game, which includes various physical elements.

3. Prototype Development Results of the SAPA JADI Sex Education Big Board Game

The steps in the development of the SAPA JADI sex education big board game prototype include: a) Gathering information about the general problems in the observed environment, b) Collecting reference sources related to the theory and design of sex education media for early childhood, c) Creating a storyboard, d) Designing illustrations using the Ibis Paint application, e) Designing the layout with the help of Canva, combining elements of typography, background, and illustrations, f) Printing the design into physical media based on the criteria of each component of the SAPA JADI big board game

These steps were tailored to the components integrated into the media. The SAPA JADI sex education big board game consists of six interrelated components, including: (a) Game board, (b) Challenge cards, (c) Dice, (d) Tokens, (e) Pawns, and (f) Instruction manual.

(a) Game Board

The game board used in this media is large-sized, measuring 180 x 160 cm. It is made from a foam mat base, which is then covered with a flexy banner material. The board is designed with four main colors: red, orange, green, and purple, which represent different zones and themes within the game.

Figure 2. Game Board Design

(b) Challenge Cards

The challenge cards measure 14.8 x 21 cm. They are made from 260 gsm art carton paper. These cards come in three colors, each with different content: (1) Green cards – Focused on recognizing body parts, (2) Orange cards – Address body parts that are allowed or not allowed to be touched, and (3) Red cards – Centered on how to React, Respond, and Report (known as the 3R). Each card is designed to support interactive learning and reinforce children's understanding of body awareness and sexual abuse prevention in an age-appropriate way.

Figure 3. Challenge Card Design

(c) Dice

The dice are made from fabric and foam materials. The use of safe and soft materials is a deliberate choice to ensure the safety of young children during play. The dice are large-sized, measuring 20 x 20 x 20 cm, making them easy to handle and suitable for interactive group activities.

Figure 4. Dice

(d) Tokens

The tokens in the SAPA JADI big board game serve as rewards for players. Each token is circular in shape with a size of 6 x 6 cm. They are made from acrylic material and decorated with star-shaped **stickers** to make them attractive and engaging for children.

Figure 5. Tokens

e) Pawns

The pawns in the SAPA JADI big board game are represented by the players themselves. This means that each participant takes on a dual role—as both a player and a pawn—actively engaging with the board and physically moving through the game.

 (f) Guidebook

The guidebook consists of 28 pages plus two cover pages, which are printed on thicker paper for durability. This book serves as a reference manual for playing the SAPA JADI big board game, providing clear instructions and guidance on how to effectively use the game for sex education and sexual harassment prevention among young children.

Figure 6. Guide Book

4. Results of the Media Design Validation for SAPA JADI Big Board Game

Validation was carried out with the aim of ensuring that the developed media receives input from experts and serves as evidence that the media is feasible and appropriate for use in the research. Expert validation is essential to assess the accuracy, relevance, and effectiveness of the educational content and design before the product is applied in the learning environment.

Table 3. Likert Scale for Validation

Content Expert	Score	Category
Content Material	95%	Very Appropriate
Language Usage	85%	Very Appropriate
Presentation	90.62%	Very Appropriate
Media Expert		
Design	89.58%	Very Appropriate
Learning Application	87.5%	Very Appropriate
Media Usability	87.5%	Very Appropriate

Based on the table, all aspects are categorized as "Very Appropriate" by both content experts and media experts. Although the results indicate that the media falls into the "Very Appropriate" category, feedback and suggestions were still provided by the experts to improve the media so that it meets the required criteria more effectively.

5. Results of Media Design Revisions – SAPA JADI Big Board Game Sexual Education Media

Revisions to the prototype of the SAPA JADI big board game sexual education media were made based on the assessments provided by the validators. These assessments served as the main consideration for media improvements. Revisions primarily focused on design aspects such as appropriate illustration choices, typography, and the selection of background colors that align with text colors to prevent overlap and ensure clarity.

6. Results of Limited Trial – SAPA JADI Big Board Game Sexual Education Media

The limited product trial was conducted to maximize the utilization of the SAPA JADI big board game sexual education media. The implementation involved a random group of 5 children aged 5–10 years. The researcher observed the media usage and collected feedback and suggestions from the participants (players) to inform future revisions of the product.

7. Results of Prototype Revisions After Limited Trial

The evaluations from the limited trial were used as a reference for further product revisions. In this phase, the researcher conducted evaluation and revisions of the SAPA JADI big board game sexual education media. These improvements were based on participant feedback and researcher observations during the limited trial session.

8. Results of Extensive Trial – SAPA JADI Big Board Game Sexual Education Media

The extensive trial was conducted to examine the effectiveness of the developed SAPA JADI big board game sexual education media. This stage involved data collection from 30 respondents, all of whom were kindergarten students from Class TK B at TK Al-Hikmah Krasak.

The study was carried out in three phases (1) Pre-test: Participants were given questions related to early childhood sexual education, (2) Treatment: The SAPA JADI big board game media was introduced and implemented over several sessions, (3) Post-test: Administered as a measurement tool to determine whether the treatment had an effect on participants' understanding.

Table 4. Descriptive Data Analysis Table

	N	Min	Max	Mean	Std. Deviation
Hasil Pretes	30	4	19	12,37	4,165
Hasil Postes	30	10	19	16,03	2,157
Valid N (listwise)	30				

The data presented in the table shows the results of a descriptive analysis from 30 respondents regarding children's knowledge on efforts to prevent sexual harassment. It is known that the total number of respondents (N) was 30 children. The mean score for the pretest was 12.37, while the posttest score was 16.03. The lowest pretest score was 4, and the lowest posttest score was 10. The highest score for both the pretest and posttest was 19.

Based on the data obtained, 7 out of 30 students, or 23.33% of the total 100%, fell into the categories of incomplete and highly incomplete. In the posttest, the results showed that 0% of children fell into the "not achieved" and "far below expectations" categories.

Normality Test

A normality test was subsequently conducted to determine whether the distribution of data in the sample followed a normal distribution. The significance level used was 5% (0.05). The decision-making criterion for the normality test is as follows: if the significance value (Asymp. Sig. 2-tailed) is greater than 0.05, then the data is considered to be normally distributed.

Table 5. Normality Test Table

Shapiro-Wilk		
Statistic	df	Sig.
,937	30	,074
,932	30	,056

Based on the table, the pretest data obtained an Asymp. Sig. (2-tailed) value from the Kolmogorov-Smirnov test of 0.74 > 0.05, and the posttest data obtained an Asymp. Sig. (2-tailed) value from the Shapiro-Wilk test of 0.056 > 0.05. Therefore, based on these results, it can be concluded that the data on students' knowledge improvement regarding sexual harassment prevention is normally distributed.

Hypothesis Testing

Table 6. Hypothesis Test Table

T	df	Sig. (2-tailed)
-6,344	29	,000

Based on the normality test that was conducted, the results show that the pretest and posttest data are normally distributed, making it possible to perform a hypothesis test. If the obtained probability value (Sig. 2-tailed) is less than 0.05, then Ho is rejected; however, if the probability value (Sig. 2-tailed) is greater than 0.05, then Ho is accepted. The results of the paired sample t-test are presented in Table 4.10. According to the table, the obtained probability value is 0.000 < 0.05, which indicates that Ho is rejected and Ha is accepted. Therefore, it can be concluded that the average score of sexual harassment knowledge using the SAPA JADI big board game differs significantly from the average score without using the SAPA JADI educational media.

Discussion

The educational media previously used at TK Al-Hikmah Krasak for delivering sexual abuse prevention consisted solely of body part posters. These posters served as a visual aid for educators, who relied on a lecture-based method to deliver the material. The content generally focused on introducing body parts and distinguishing between those that may or may not be touched by others. However, this media was not optimally effective in providing comprehensive education on the prevention of sexual harassment, as it merely displayed body parts. Sexual harassment encompasses more than just knowledge of the human body; it also includes inappropriate behaviors such as lifting skirts, pulling down pants, kissing, and forced hugging—actions that were not adequately addressed through the existing materials.

Additionally, educators at TK Al-Hikmah Krasak reported that when delivering the material, they tended to use euphemistic or softened language to describe body parts, especially when referring to private areas. This language choice, although culturally sensitive, could mislead children by altering their understanding of the actual terms and meanings associated with body awareness.

The primary goal of sex education is to alert and create boundaries for children, especially during playtime. Without clear understanding, children may engage in inappropriate behaviors such as patting others' buttocks, touching private parts, lifting skirts, or peeking at friends in the restroom—without realizing these actions are wrong, as they often perceive them as playful teasing. This behavior could have been prevented through appropriate and consistent sexual education by both educators and parents. Effective sexual education requires collaboration between schools and families to reinforce learning at home.

The SAPA JADI big board game emerges as an alternative and strategic media tool for delivering sexual abuse prevention education to children. This aligns with Nurhayati (2020, in Putra & Surjono, 2024), who states that sexual education delivered through board games fosters meaningful interaction between educators and students. Using board games allows educators to assess how well children understand the content being taught. The SAPA JADI big board game includes components related to:

Body part identification, differentiating between acceptable and unacceptable touch and ducating children on self-protection against sexual abuse.

Each component of the media includes visual illustrations, with each illustration tailored to a specific educational objective. These components are integrated into the board game in a structured format that facilitates the delivery of sexual education content in a fun and child-friendly manner. Educational Content and Linguistic Appropriateness The sexual education content in SAPA JADI includes three core modules: Body Part Identification, Appropriate vs. Inappropriate Touch, The 3Bs: Behavior, Reaction, and Storytelling (Bersikap, Bereaksi, dan Bercerita). The vocabulary used in the media aligns with definitions in the Indonesian Dictionary (KBBI), ensuring that children receive accurate terminology. This linguistic clarity aims to prevent misconceptions that may arise from euphemistic or ambiguous language use (Nurbaiti et al., 2022).

Objective and Feasibility of the Media the main objective of developing the SAPA JADI board game is to produce an educational tool that is suitable and effective in increasing children's knowledge of sexual abuse prevention. To determine the feasibility of the media and its content, experts in both media and subject matter were involved in validation through structured questionnaires. Based on expert evaluations, the SAPA JADI board game was rated as "Very Feasible" with an overall score of 89.2% across all assessment aspects.

CONCLUSION

This research and development (R&D) study on the creation of the SAPA JADI big board game as a medium for sexual abuse prevention education has shown promising results. The media received a "Very Feasible" rating based on validation from both media and subject matter experts.

Moreover, when implemented as a treatment to improve students' understanding of sexual abuse prevention, the board game had a significant positive effect. Prior to the intervention, many children demonstrated a lack of understanding regarding appropriate sexual behavior. However, following the educational sessions using the SAPA JADI board game, children began to show a better grasp of the concept—such as refraining from touching others' private areas and understanding how to protect themselves from inappropriate behavior.

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