

## Validation of E-Book Learning Media Based on Sexual Violence Education on Students' Understanding of Sexual Violence in the Reproductive System

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### ABSTRACT

**Objective:** This research was conducted to develop and test the feasibility of learning media for Sexual Violence Education-Based Reproductive System E-Book. **Method:** Therefore, this research was carried out using research and development methods to produce interesting, valid, and appropriate media, namely an e-book on reproductive systems based on sexual violence education which aims to improve the understanding of sexual violence in junior high school students. This learning media is validated by three validators. **Results:** The results show that this learning media is very feasible and valid to use with a feasibility percentage of 100% for the material score and 98.6% for the e-book visual media score. Suggestions and inputs from the three validators are the basis for improving this learning media. **Novelty:** Based on initial observations, problems were encountered that education about sexual violence was only an interlude during the learning time, not packaged directly in the learning process as outlined in the textbook or written in the learning steps.

## INTRODUCTION

Public attention to sexual violence has recently begun to increase, because sexual violence against children is considered more severe than physical and psychological violence. This is because sexual violence against children not only has physical and psychological impacts, but also long-term consequences on the quality of life, educational achievement, and potential future victims. In addition, sexual violence against children also has a very serious impact and often triggers [1]. Post-Traumatic Demoralization Disorder (PTSD) or post-traumatic disorder. These disorders can have an impact on the development of children's social relationships, for example shame, depression, and prolonged anxiety. This condition is stress that arises from traumatic experiences, such as violence, serious accidents, or life-threatening experiences. Therefore, the impact of sexual violence is considered more significant than the impact of physical violence such as pinching, being handcuffed, beaten or psychological violence such as being insulted or yelled at in public [2]. In the recovery process, victims urgently need family social support such as providing attention and support that is able to foster children's confidence and increase effective and open communication between children and families [3]. The National Commission for Child Protection (KPA) warned that sexual violence can occur in every child, both female and male. This is supported by a finding in Gail Hornor's Journal that both sexes have the same potential to experience sexual violence. Where, both boys and girls who become victims will experience similar impacts

such as prolonged physical and psychological trauma, loss of zest for life, hatred towards the opposite sex, and the urge to retaliate for the treatment. Sexual violence experienced by children can have an impact on cognitive aspects, one of which is shown through a decline in academics, such as decreased learning motivation, decreased school performance, and difficulty concentrating in learning [4], [5], [6].

The Federation of Indonesian Teachers' Unions (FSGI) stated that throughout 2024 cases of sexual violence against children in educational units will continue to increase. There were 101 children who became victims, with details of 69% being boys and 31% being girls. These cases are spread across various levels of education, ranging from elementary / mi, junior high school / MTs / Islamic boarding schools, to high school / vocational schools. Meanwhile, data from the Ministry of PPPA shows that the most cases of sexual violence occur among adolescents aged 13 to 17 years. Meanwhile, based on real-time data from the Ministry of Women's Empowerment and Child Protection collected from January 1 to 31, 2025, the female group aged 12-24 years was the most victimized, with a percentage of 41.8% [1], [7].

Adolescents are the most vulnerable group to become victims of sexual violence. This is because they are in the stage of searching for and forming their identity. Without adequate assistance, adolescents are at risk of experiencing an identity crisis. According to Santrock, adolescence is a transition phase from children to adults, which is divided into three stages, including early adolescents with an age range of 10-14 years, middle adolescents with an age range of 15-19 years, and late adolescents with an age range of 20-24 years. This phase is characterized by emotional instability and psychological turmoil. A great curiosity drives them to explore things. But unfortunately, these explorations are often carried out without understanding and careful consideration, which can endanger themselves and others around them. The high rate of sexual violence against children, especially in adolescents, reflects that children are among the most vulnerable groups. This is due to the view that they are individuals who are not yet independent and still depend on the adults around them. In addition, children are often unable to resist or resist when the perpetrator threatens, coerces, and even seduces in many ways. This situation makes the child helpless, especially when the perpetrator forces him to keep the incident a secret. In many cases that have been successfully revealed, the perpetrators turned out to be people who had a close relationship with the victim [7], [8].

One of the factors that contribute to the high number of cases of sexual violence in schools is the interaction situation in the classroom. Sexual violence refers to any act of a sexual nature. Sexual violence is any act of coercion to carry out all sexual activities that are carried out unilaterally and not desired by the victim. Sexual violence in the school environment can occur due to the high intensity of interaction between boys and girls in a class, which is often influenced by unequal gender norms and unequal power dynamics. Frequent interactions without being balanced with supervision, understanding of behavioral boundaries, and education about consent, politeness norms,

and social ethics can trigger harassing and sexual violence behavior. The school environment that should be a safe space for students has the potential to become a place for acts of harassment, especially if the power relations between students are unbalanced or there is a patriarchal culture and gender stereotypes that are still entrenched. For example, men may feel entitled to dominate or harass verbally or physically, while women are often positioned as victims due to social constructs that view them as weaker. Sexual violence against children or adolescents can have both short-term and long-term impacts. The short-term impacts of sexual violence on children include physical pain, sleep and eating disorders, as well as shame, fear, and trauma that are directly felt by the victim. In addition, children also show behavioral changes such as withdrawing from social environments and having difficulty interacting with others. Meanwhile, the long-term impact includes the potential for children to become perpetrators of sexual violence in the future due to the unconscious desire to imitate their experiences, low self-esteem, insecurity, and other social disorders [6], [9].

Research shows that situational factors, such as blended classrooms, lack of supervision, and lack of understanding of personal boundaries or understanding of sexual violence, trigger the chances of unwanted physical contact. About 41% of principals in 15 countries reported incidents of sexual harassment between students, and more than 30% reported cases of teacher harassment of students. This situation is exacerbated by a culture of silence where victims are reluctant to report for fear of stigmatization or retaliation [10], [11]. Therefore, it is important for schools to have protection policies, comprehensive sexuality education, and the active role of teachers in supervising interactions between students so that the risk of sexual violence can be minimized. These situational factors can be used as educational materials in the teaching and learning process through the process of integrating curriculum development in educational units, especially in junior high schools. Some academic studies in Indonesia support that the prevention of sexual violence in schools should be integrated through comprehensive sexuality education (CSE), and the development of a curriculum based on sexual violence education. Through the CSE program approach, children will receive an equal education in understanding sexual behavior, including the risk of sexual activity, as an effort to prevent the occurrence of sexual violence [12], [13].

Curriculum development in Indonesia is carried out by integrating school-based reproductive education into learning at every level of educational units. This means that each level of the education unit has the responsibility to deliver material about reproduction to students. This aims to equip students with the right knowledge as an effort to prevent sexual violence against children. In research that has been conducted previously, it is stated that the implementation of CSE in schools as the main curriculum to improve students' knowledge and attitudes towards reproductive issues and sexual violence through Natural Science subjects on the topic of school-based sexual and reproductive health in Indonesia is still not comprehensively arranged, because sexuality education in schools only exposes biological and technical aspects without touching

social-emotional material such as consent and sexual rights that aim to reduce the occurrence of sexual violence against children at school [14].

Teachers are the spearhead in the learning process which is a forum for education about understanding sexual violence. In this case, teachers have an important role as facilitators in providing knowledge about sexual education in the school environment. However, in reality, most schools in Indonesia have not implemented a special curriculum that discusses sexual education. As a result, students only obtain limited material through biology, physical education and religion lessons with a very minimal portion. Sexual education in Indonesia is still classified as an extracurricular activity, WHO has recommended that sexual education be integrated into the core curriculum by involving all components such as parents, schools, society, government, and the child itself. Understanding sexual education can serve as an early prevention effort for minors, especially in terms of protection against sexual violence. The existence of this understanding of sexual education aims to enable students to be self-aware and take care of themselves so that they do not become victims or perpetrators of sexual violence [15], [16], [17].

Several studies have been conducted on Education on Sexual Violence Understanding Education in Final Level Students of SMPN 111 Jakarta. This study shows that the level of understanding of junior high school students towards sexual violence is only 37%, this result shows that the initial level of understanding is still relatively low. The results of another study in School "X" (SMP) with the survey method, showed that students' understanding was in the low category of 43.2%, medium 33.3%, and high only 23.5%. Based on the results of observations that have been made by researchers on students about the understanding of sexual violence with indicators (1) restating the concept of reproductive organs correctly and appropriately; (2) classify the structure and function of male and female reproductive organs that must be maintained to avoid sexual violence; (3) explain the mechanism of the reproductive organ system; (4) provide examples of different types of diseases that can attack the human reproductive system; (5) provide solutions in maintaining the cleanliness and health of the reproductive organs to prevent the impact of sexual violence [18]. In class IX, data was obtained that the average understanding of sexual violence among students was only around 29% who were able to answer correctly and showed a good understanding of the five indicators, while the other 71% of students were still unable to answer correctly. Based on this data, it indicates that students' understanding of sexual violence is still relatively low. This low understanding has the potential to increase the risk of sexual violence in the school environment, especially if students are unable to recognize the signs of violence or protect themselves from risky situations.

Based on the results of interviews conducted by the researcher with teachers in one of the junior high schools in Sidoarjo, it was said that education about sexual violence is only an interlude during learning, not packaged directly in the learning process as stated in the textbook or written in the learning steps, with information from one of the

teachers, the researcher continues to collect information through observation of the learning process, namely analyze the use of textbooks in Natural Sciences (IPA) subjects from the Ministry of Education and Culture. The results of the review of one of the materials, namely the material on the reproductive system in the textbook, show that the material includes a general discussion of the human reproductive system, but does not contain an educational approach to the prevention of sexual violence.

With the above problems, the author recommends an e-Book based on sexual violence education on reproductive system material which discusses the approach of the human reproductive system based on sexual violence which includes the understanding of the male and female reproductive systems including by providing education on the importance of maintaining body boundaries, recognizing signs of sexual violence, several diseases that can attack the reproductive organs to avoid the occurrence of sexual violence, as well as several solutions in maintaining the cleanliness and health of the reproductive organs. With an e-Book based on sexual violence education on reproductive system materials, the author aims to measure the increase in students' understanding of sexual violence material which includes students being able to restate the concept of reproductive organs correctly and precisely, classify the structure and function of male and female reproductive organs that must be maintained to avoid sexual violence, explain the mechanism of the reproductive organ system, providing examples of various types of diseases that can attack the human reproductive system, providing solutions in maintaining the cleanliness and health of the reproductive organs to prevent the impact of sexual violence. As well as to evaluate students' responses to the use of educational e-Books as an interactive learning medium on the topic of sexual violence.

E-Books are used as learning media to convey an approach to understanding sexual violence through reproductive system materials. The selection of e-Books as a learning medium for reproductive system materials with a sexual violence approach is based on several basic considerations. First, e-Books were chosen as an alternative because they offer high accessibility and practicality as they can be accessed anytime and anywhere through digital devices such as smartphones, tablets, or laptops, allowing students to study the material independently without time and place restrictions. Second, technology-based e-Books such as 3D Page-Flip are needed by students, where this learning medium can increase focus, effectiveness,

## RESEARCH METHOD

This research uses *the research and development* (RnD) method, which is a research approach that aims to produce certain products and test their effectiveness. This research procedure is adapted from the 4D development model, namely *Define* (determine), *Design* (design, *develop* (develop), *Disseminate* (disseminate), but this research is only carried out up to the *develop* stage because the main focus is on the media validation process [19]. The research subject is in the form of learning media in the form of e-books on the human reproductive system based on sexual violence education for junior high school students.

This media is designed as a teaching material on reproductive system material for junior high school students in grade IX.

This research instrument is in the form of a validation sheet used to document the feasibility of e-book learning media for reproductive systems based on sexual violence education that has been developed in this study. The validation sheet is given to lecturers who have competence in the field of science or also known as validator lecturers, media experts and material experts to conduct validity tests on learning media in the form of e-books of reproductive systems based on sexual violence education which aims to evaluate the content of the material presented in the e-book, so that the material prepared is in harmony with the curriculum and is able to prevent misconceptions in students. The aspects and indicators of the assessment include material feasibility (suitability with learning outcomes, contextuality, ability to encourage curiosity, and clarity of delivery), graphic feasibility (book size, cover design, and e-book content design), language feasibility (straightforward, communicative, dialogical and interactive, suitability with student development, and suitability with language rules), and suitability for use (ease of access and comfort when reading). Furthermore, validators are asked to provide general assessments and input on reproductive system e-book learning media based on sexual violence education, in order to determine whether the media can be declared valid or invalid.

The data collection technique in this study is by providing instruments in the form of validation sheets to three validators. The material expert validator is in charge of checking the feasibility of the content, the accuracy of the concepts presented, and its suitability with the curriculum. Meanwhile, the media expert validator assessed the visual aspects, readability, and attractiveness of the e-book's display. This validation process aims to ensure that learning media meets feasibility standards in terms of substance, design, and suitability for students' learning needs.

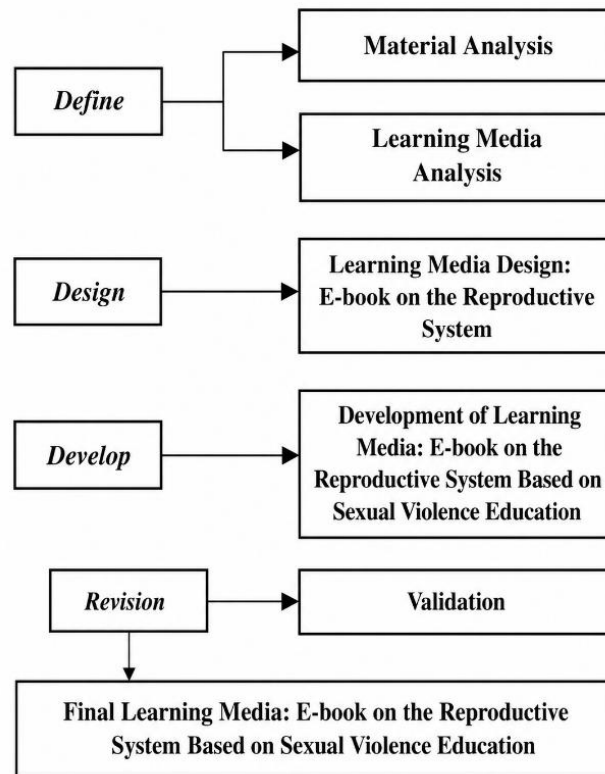
In addition to quantitative assessment, the data collection technique also includes notes in the form of suggestions and comments from validators.

The data analysis technique in this study uses two approaches, namely qualitative and quantitative analysis. Qualitative analysis is obtained through written input provided during the assessment process. This note is very important because it is the basis for revising and improving the e-book of the reproductive system based on sexual violence education, so that the media developed can be more relevant, informative, and easy to understand by students. Meanwhile, quantitative analysis was carried out by calculating the percentage of validation score given by experts. The following formula is used to calculate each score:

$$\text{Percentage} = (\text{Score Obtained} / \text{Maximum Score}) \times 100\%$$

The results of the two analyses were used to revise and improve the media, so that the products developed became more suitable and effective for use in classroom learning.

Thus, the data collection in this study not only focuses on validation scores, but also considers constructive inputs that are able to improve the quality of media in a sustainable manner. This approach ensures that the resulting product is not only academically valid, but also effective and feasible to use in the real learning process.



**Figure 1.** Reproductive System E-Book Learning Media Development Stage Sexual Violence Education Based

The level of feasibility of the product as a result of development research is determined based on the percentage of scores obtained. The higher the score percentage from the data analysis results, the higher the level of feasibility of the product developed. The following guidelines for determining eligibility decisions in the e-book learning media validation process for reproductive systems based on sexual violence education can be seen in Table 1 [20].

**Table 1.** Learning Media Eligibility Criteria

| No | Introduce yourself | Eligibility Categories   |
|----|--------------------|--------------------------|
| 1  | 80% - 100%         | Good/Valid               |
| 2  | 60% - 79,99%       | Pretty Good/Pretty Valid |
| 3  | 50% - 59,99%       | Poor/Less Valid          |
| 4  | 0 - 49,99%         | Not Good (replaced)      |

## RESULTS AND DISCUSSION

### *Results*

From the results of the assessment of e-book learning media for reproductive systems based on sexual violence education that have been assessed by the three validators, the highest total score obtained from the material assessment of the three validators was a score of 60 out of a total maximum score of 60 with an accumulated percentage of 100%. Which means that in the assessor, each assessment indicator gets a score of 4 with a very good predicate. This invention shows that the material in the reproductive system e-book learning media based on sexual violence education is in accordance with the basic competencies of science. Which has a conceptually accurate meaning, uses straightforward language, and is easy to understand. Furthermore, the content of the material is relevant to the problems that exist in the daily lives of junior high school students so that it can encourage students' curiosity to increase students' understanding of sexual violence. So that the three validators consider that this learning media is very feasible to use.

Meanwhile, based on the results of the assessment of e-book learning media, reproductive systems based on sexual violence education which includes several assessments, one of which is ease of access and reading comfort, which gets the highest score of 71 out of a total maximum score of 72. The average score obtained by each indicator is 4 with an accumulated percentage of the highest score of 98.6%. Based on the results of the validation, it can be concluded that the e-book learning media for the reproductive system based on sexual violence education has a visual appearance that is comfortable to read, meaning that the fonts, designs and illustrations in it are clear and in accordance with the material presented in the learning media, as well as the e-book of this reproductive system based on sexual violence education, is easily accessible. Which can make it easier for students to learn anytime and anywhere.

Broadly speaking, from the results of the third validation of the valiadot stated that the e-book learning media of the reproductive system based on sexual violence education is included in the category of good/valid feasibility. So this e-book is appropriate to be used as a means of supporting the learning of the reproductive system based on sexual violence education that not only learns about biological material from the human reproductive system but can also increase understanding of sexual violence and as a form of effort to reduce cases of sexual violence in the school environment.

**Table 2.** Learning Media Validation Results

| Validator | Material        |               |            | Media           |               |            | Eligibility Categories |
|-----------|-----------------|---------------|------------|-----------------|---------------|------------|------------------------|
|           | Scores Obtained | Maximum Score | Percentage | Scores Obtained | Maximum Score | Percentage |                        |
| 1         | 55              | 60            | 91,7%      | 70              | 72            | 97,22%     | Good/Valid             |
| 2         | 59              | 60            | 98,33%     | 71              | 72            | 98,6%      | Good/Valid             |
| 3         | 60              | 60            | 100%       | 70              | 72            | 97,22%     | Good/Valid             |



## *Discussion*

Based on the results of the validation conducted by the three validators, the e-book learning media of reproductive systems based on sexual violence education was declared to have a very high level of feasibility and was included in the category of good or valid, both in terms of material and media design. In the first validator assessment, the material aspect obtained a score of 55 out of 60 with a feasibility percentage of 91.7%, while the media aspect received a score of 70 out of 72 with a percentage of 97.22%. These results show that e-books have met the criteria for learning substance, such as content accuracy, curriculum suitability, completeness of explanations, and the ability to motivate students to learn. From the media side, the visual display is considered to have met good graphic standards, ranging from the page layout, color selection, attractive illustrations, to typography clarity that makes it easier for students to read and understand the content of the material.

The second validator also gave very satisfactory results. In the material aspect, the e-book received a score of 59 out of 60 with a percentage of 98.33%, and in the media aspect it obtained a score of 71 out of 72 or 98.6%. In addition to providing a numerical assessment, the second validator also added an important suggestion, namely the need to include real-life images of students who are victims of sexual violence. This advice is very relevant because it helps students understand the social context and risk of sexual violence that may occur around them, while strengthening the aspect of personal safety literacy. The addition of these real-life examples can also increase students' empathy and foster a deeper understanding of the importance of self-protection in various situations.

The third validator gives no less good results. In terms of material, the e-book obtained a perfect score, which is 60 out of 60 or 100%, indicating that the entire material has been very well organized, complete, and without substantial errors. In the media aspect, the e-book received a score of 70 out of 72 with a percentage of 97.22%. The third validator considered that this e-book is a very useful innovation because it combines science learning with sexual violence prevention education—a combination of material that is still rarely found in junior high school learning media. However, the validator provided input to strengthen the e-book's table of contents by adding subtitles that contain examples of cases of sexual violence in the school environment. This aims to make the structure of the e-book more systematic and make it easier for readers to navigate the important parts of the material.

Overall, the validation results of the three validators show that this e-book is very suitable for use in learning the reproductive system in grade IX of junior high school. E-books not only present the material accurately according to basic competencies, but also present important educational elements related to self-protection, prevention of sexual violence, and the formation of students' character as individuals who are aware of their own safety. This e-book also excels in terms of communicative language, dialogical delivery style, and selection of examples that are contextual to the lives of teenagers. Another advantage that is no less important is the high level of accessibility. E-books can

be accessed anytime and anywhere through digital devices such as smartphones, tablets, or laptops. This condition is in line with the demands of 21st century learning which emphasizes flexibility, learning independence, and the use of technology in the educational process.

With the presence of this learning media, students can learn more flexibly outside of class hours, while teachers get an effective alternative media to convey sensitive material such as the reproductive system and sexual violence in a safer, structured, and educational manner. Overall, it can be concluded that e-books on reproductive systems based on sexual violence education are not only valid in material and appearance, but also have more value in terms of practicality, relevance, and contribution to increasing students' awareness of the importance of maintaining personal safety in the school environment and society. This media has the potential to be one of the significant educational means in efforts to prevent sexual violence in adolescents through an informative, safe, and empathetic learning approach.

## CONCLUSION

**Fundamental Finding :** Assessments by experts show that the highest material value reaches 100%, which is in the “very feasible” category, so that the material presented is considered accurate, relevant, easy to understand, and in accordance with learning objectives. Meanwhile, the assessment of the media aspect also obtained optimal results with the highest media value of 98.6%, which is included in the category of “very feasible.” **Implication :** With the achievement of high scores in both aspects, it can be stated that the developed learning media is suitable for use as an additional learning resource and a support for learning activities in the classroom. This media is not only effective in delivering material, but is also able to increase student interest, strengthen understanding, and provide a more interactive learning experience in understanding the material of the reproductive system based on sexual violence education. **Limitation :** The evaluation was limited to expert validation of the material and media aspects and did not involve direct implementation with students to measure the effectiveness, practicality, and learning outcomes of the developed media. **Future Research :** Future research should conduct classroom trials involving junior high school students to examine the media's effectiveness in improving knowledge, awareness, and understanding of reproductive systems and sexual violence prevention. Further studies should also evaluate long-term learning retention, student responses, and the applicability of the media in different schools and learning contexts.

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