



The Role of the Environment in Increasing the Effectiveness of Communication, Information and Education (KIE) Through the Role Play Method on Knowledge of Preventing Sexual Violence in Middle School Children

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Abstract: This study evaluated the effectiveness of the Communication, Information, and Education (CIE) program using the role play method to enhance knowledge about preventing sexual violence among students at An-Nabilah Islamic Middle School, Gunung Kaler District, Tangerang. The research involved 69 student respondents, with the majority being 13 years old (75.4%) and female (73.9%). The initial assessment of students' knowledge about sexual violence prevention showed an average score of 49.35, with a standard deviation of 4.105, and a range of 40 to 60. After the educational intervention, the average score significantly increased to 87.46, with a standard deviation of 4.89, and a range of 80 to 95. The improvement in scores, with a difference of 38.11, indicates a substantial enhancement in knowledge following the CIE program. The Wilcoxon test further confirmed these findings, showing a significant increase in knowledge, with an average increase of 35.00 and a sum of ranks of 2415.00 from 48 respondents. The study concludes that the CIE program using the role play method is highly effective in increasing students' knowledge about preventing sexual violence, highlighting its potential as a valuable educational tool in school settings.

Keywords: Communication; Environment; Information and education; Methods role playing

Introduction

According to the World Health Organization (WHO) report in 2020, the Global Status report on Prevention of Violence against Children stated that half of the total child population in the world or around one billion children experienced sexual violence, psychological violence, injury, disability and death. The report stated that as many as 40,150 children aged 0-17 years died due to violence globally. Nearly 300 million children experience physical punishment or

psychological violence from their parents or caregivers (Februanti, 2020).

Sexual violence in Indonesia is an issue of increasing concern. According to data from national commission on women, in 2023, 289,111 cases of violence against women will be recorded, no one sexual violence as the most dominant form (2,228 cases or 38.21%). This data shows that sexual violence is still a serious problem in Indonesia, and there are still many victims who do not dare to report due to various factors, such as social stigma, fear of retaliation by the perpetrator, and lack of access to justice (Ministry of PPPA, 2023).

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Cases of child complaints in Indonesia based on the child protection cluster by the Indonesian Child Protection Commission (KPAI) regarding sexual violence in 2017 were 608 cases and in 2019 there were 679 cases. This means that there has been an increase in cases by 71 cases (Afiati et al., 2023). In fact, young children are those who have a high probability of becoming victims of sexual violence. Soesilo in his research concluded that the cause of sexual deviation in children is because generally children do not have provisions for self-defense and safety (Febrianti et al., 2022).

Based on data, Banten Province is experiencing an alarming situation related to the high rate of sexual violence. In 2023, Banten occupies the top position on the island of Java for cases of sexual violence against children and women, with a total of 583 cases. This condition is exacerbated by the emergency status of sexual violence against children in Banten which was announced by Komnas PA in 2023, with 117 cases in 2022 and 8 cases in early 2023 (KPPA, 2023). Sexual violence involves bodily contact between the perpetrator and the child. At this age, children naturally have a curiosity about their bodies and children tend to be avoided from information related to sexuality as a result of the surrounding culture which is still taboo about providing information related to sexuality, so it can be concluded that children's knowledge of sexuality tends to be low which can result in child sexual violence behavior (Suryati & Royanto, 2020).

The importance of a conducive environment in forming children's attitudes and behavior towards violence cannot be ignored. A supportive environment, which includes family, school and community, plays a vital role in educating and protecting children from sexual violence. A positive environment not only increases children's awareness of sexual violence but also strengthens their skills in dealing with potentially dangerous situations.

The educational environment, especially at school, has great potential to influence children's understanding and attitudes towards sexual violence. Daily interactions at school, educators' attitudes, and the curriculum implemented can shape students' perspectives on the issue of sexual violence. However, many schools still do not effectively integrate sexual violence prevention education into their curriculum. Teaching methods that are often still conventional, such as lectures, are less effective in equipping students with practical skills and in-depth understanding of sensitive issues such as sexual violence.

The role play method, or role playing, is a learning technique that can change the traditional approach to be more interactive and provide students with direct experience in dealing with potentially dangerous

situations. Through role play, students can act out various scenarios related to sexual violence and learn how to respond appropriately (Cody et al., 2024; Nieder et al., 2024). This not only improves their understanding of what to do in real situations but also strengthens communication and empathy skills.

One of the advantages of the role playing method is that it allows children to explore learning material in different ways. They can have a deeper understanding of newly learned behaviors through direct experience in role playing. In the context of sexual violence prevention, children can act out potentially dangerous situations and learn how to respond to them in appropriate ways. By role playing, they can develop problem-solving skills and learn to recognize the emotions associated with the situation (Maulinda et al., 2022).

Research conducted by Nugroho (2019) shows that there is an increase in respondents' positive attitudes towards PLWHA after being given health education using the role play method. It can also be seen that the average score of respondents during the pre-test was 17.44 and the post-test score of respondents was 19.82. This shows that there is an increase in respondents' positive attitudes towards PLWHA after being given health education using the role play method. Attitude is the result of a socialization process in which humans will react to a stimulant that has been obtained (Espelage et al., 2016; Naker, 2019; Tahan et al., 2024).

Based on a preliminary survey through interviews with students at An-Nabilah Islamic Middle School, Gunung Kaler, Gunung Kaler District, Tangerang on May 2 2024 with 10 students regarding knowledge of preventing sexual violence, it was discovered that 6 people still lacked knowledge and only 4 students had good knowledge. Researchers conducted an interview with one of the guidance and counseling teachers that there was no special health education program regarding the prevention of sexual violence that was carried out routinely (DeGue et al., 2014; Mensing et al., 2024). However, health education was carried out from the community health center regarding NAPZA and PHBS.

Learning is still not implemented using the role playing method, but learning is carried out through lectures, questions and answers and discussions. Therefore, researchers are interested in conducting research with the current research title, namely "Effectiveness of Providing Communication, Information and Education (KIE) Using Methods Role Playing on Knowledge About Preventing Sexual Violence in An-Nabilah Islamic Middle School Students, Gunung Kaler, Gunung Kaler District, Tangerang, 2024.

Method

This research was designed to test the effectiveness of the Communication, Information and Education (KIE) program using the roleplay method in increasing students' knowledge about preventing sexual violence. This activity was carried out at An-Nabilah Gunung Kaler Islamic Middle School, Gunung Kaler District, Tangerang, during the period April to May 2024. In this research, the independent variable studied was the implementation of the KIE program through role playing techniques, while the dependent variable was the level of students' knowledge regarding preventing sexual violence (Maternowska et al., 2024; Miele et al., 2023; Velloza et al., 2022).

The target population for this research involved 220 students in grades 7 to 9. To determine the appropriate sample size, this study uses the Slovin formula, which allows researchers to obtain a representative sample by taking into account the desired error rate. From the results of these calculations, this research will use a probability sampling technique with a simple random sampling method to ensure that each individual has the same opportunity to be selected. This is important to minimize bias in sampling and increase the validity of research results. The data used in this research is primary data obtained through a questionnaire. This questionnaire was designed to measure students' knowledge about preventing sexual violence before and after the roleplay intervention. The questions in the questionnaire are designed to get a clear picture of students' initial understanding and the changes that occur after participating in the roleplay session (Warratitch et al., 2021).

Data analysis was carried out using SPSS statistical software. The first step in this analysis is a normality test to ensure the data is normally distributed, which is a prerequisite for further statistical testing. After ensuring data distribution, this study used a different test in the form of a paired sample t-test to assess whether there was a significant difference in knowledge about preventing sexual violence between before and after the intervention. This t test was chosen because it is effective in assessing the difference in means of one group in two different conditions, namely before and after the implementation of KIE with roleplay. By using this quantitative approach, the research aims to provide empirical evidence regarding the effectiveness of the roleplay method in IEC education, especially in the context of preventing sexual violence against children. The expected result is a significant increase in students' understanding of ways to prevent sexual violence, which will not only increase awareness but also prepare them to face situations that may occur in the future. See Figure 1.



Figure 1. Research flowchart

Result and Discussion

Result

Univariate Analysis Results

Table 1. Frequency distribution of respondent characteristics for children at An-Nabilah Islamic Middle School, Gunung Kaler, Gunung Kaler District, Tangerang, 2024

Respondent Characteristics	Number (n)	Percentage (%)
Student Age		
12 years old	17	24.6
13 years old	52	75.4
Gender		
Man	18	26.1
Woman	51	73.9

Based on Table 1 above, it shows that of the 69 student respondents at An-Nabilah Gunung Kaler Islamic Middle School, Gunung Kaler District, Tangerang, the majority were 13 years old, 52 people (75.4%) and 17 people aged 12 years (24.6%). The majority gender is 51 people (73.9%) and 18 men (26.1%).

Table 2. Average knowledge about preventing sexual violence before and after providing Communication, Information and Education (KIE) methods role play on knowledge about preventing sexual violence in An-Nabilah Islamic Middle School Students, Gunung Kaler, Gunung Kaler District, Tangerang, 2024

Knowledge	N	Mean	Standard deviation	Min	Max
Before	69	49.35	4.105	40	60
After		87.46	4.898	80	95

Based on Table 2 above, it can be seen that the assessment of knowledge about preventing sexual violence before providing education received an average value of 49.35, and a standard deviation of 4.105 with a minimum knowledge assessment of 40 and a maximum of 60. Meanwhile, after providing education, an average

value was obtained. The average is 87.46, and the standard deviation is 4.898 with a minimum knowledge assessment of 80 and a maximum of 95. Differences in Average Knowledge About Preventing Sexual Violence Before and After Providing Communication, Information and Education (KIE) Using the Method Role Play on Knowledge About Preventing Sexual Violence in An-Nabilah Islamic Middle School Students, Gunung Kaler, Gunung Kaler District, Tangerang, 2024.

Table 3. Knowledge about preventing sexual violence in An-Nabilah Islamic Middle School Students, Gunung Kaler, Gunung Kaler District, Tangerang, 2024

Knowledge	N	Mean	Difference
Before	69	49.35	
After		87.46	38.11

Based on Table 3 above, it can be seen that the assessment of knowledge about preventing sexual violence before and after shows a difference in the assessment, namely 38.11 knowledge which increased before and after providing Communication, Information and Education (KIE) Using the Method Role Play.

Normality Test Results

Before carrying out the bivariate analysis, a normality test of the pretest and posttest measurements was carried out. Providing Communication, Information and Education (KIE) Using the Method Role Play. Data normality test was carried out with Shapiro - Wilk. If the *p* value > 0.05 then the data is homogeneous.

Table 4. Normality test results

	Kolmogorov-Smirnov		Shapiro-wilk			
	Statistics	df	Statistics	df		
Before	.273	69	.000	.867	69	.000
After	.229	69	.000	.876	69	.000

Based on Table 4, the results of the normality test assessment show that the Kolmogorov-Smirnov and Shapiro-wilk value is 0.00 (before) and 0.00 (after) so the Shapiro-wilk value with a *P*-value < 0.05 means it can be concluded that the test normality is not a normal distribution. The results obtained are not normal, so the normality test is used non-parametric statistics (Wilcoxon test) as an alternative to the test paired sample T test if the research data is not normally distributed.

Bivariate Analysis Results

Effectiveness of Providing Communication, Information and Education (KIE) Using Methods Role Play on Knowledge About Preventing Sexual Violence

in Children at An-Nabilah Islamic Middle School, Gunung Kaler, Gunung Kaler District, Tangerang, 2024.

Table 5. Effectiveness of providing Communication, Information and Education (KIE) using methods role play

Intervention		N	Mean Rank	Sum of Rank	Sig. (2-tailed)
After	Negative Ranks	0	0.0	0.0	0.000
before	Positive Ranks	69	35.00	2415.00	
Ties		0			
Total		69			

Based on the Wilcoxon test, the majority of average scores from 48 respondents were positive, namely an increase in knowledge about preventing sexual violence with an average of 35.00 and a sum of rank of 2415.00. The research results are known as Asymp. Sig (2-Tailed) has a value of 0.000 because $0.000 < 0.05$, it can be concluded that the hypothesis is accepted. This means that there is effectiveness in providing communication, information and education (KIE) using methods Role Play on Knowledge About Preventing Sexual Violence in An-Nabilah Islamic Middle School Students, Gunung Kaler, Gunung Kaler District, Tangerang, 2024.

Discussion

Overview of Providing Communication, Information and Education (KIE) Using Methods Role Playing

In the context of KIE, the Role Playing method can be used to strengthen people's understanding of a particular issue or topic. By acting as characters in relevant situations, participants can understand different perspectives, develop social skills, and identify effective solutions in related contexts (Hamdi et al., 2023). In practice, the Role Playing method in IEC usually involves a facilitator who guides the session, provides direction to participants, and facilitates reflection and discussion after the role play is completed (Rosal & Oktapyanto, 2016). The role playing method is a powerful educational strategy for increasing knowledge about preventing sexual violence. The advantage of this method lies in its ability to encourage active participation, increase understanding and retention of information, and foster essential interpersonal and communication skills in dealing with situations related to sexual violence (Sukamto & Putri, 2019).

The Role Playing method appears as an effective educational strategy to increase knowledge about preventing sexual violence. Its advantages lie in its ability to encourage active participation, improve understanding and retention of information, and foster interpersonal and communication skills that are

essential in dealing with situations related to sexual violence (Sukamto & Putri, 2019). Roleplaying is a learning method that has many benefits that make the learning process more fun and interactive. Students become more enthusiastic and actively involved in learning. Apart from that, roleplaying also helps students to develop social skills, such as communication, negotiation, problem solving and cooperation. With roleplaying, students learn to see from other people's points of view. Roleplaying also makes it easier for students to understand and remember learning material (Nugroho, 2019).

The practical experience gained helps students connect theory with practice, so they tend to understand and remember the material better. Roleplaying also provides an opportunity for students to receive feedback from teachers and friends, as well as reflect on their experiences (Nugroho, 2019). This reflection process helps students analyze experiences and identify areas that need improvement. This flexibility allows roleplaying to be used in a variety of learning situations. With these various advantages, roleplaying really opens the way to effective and enjoyable learning for students (Hamdi et al., 2023).

Effectiveness of Providing Communication, Information and Education (KIE) Using Methods Role Playing on Knowledge About Preventing Sexual Violence in Children at An-Nabilah Islamic Middle School, Gunung Kaler, Gunung Kaler District, Tangerang, 2024

There is Effectiveness in Providing Communication, Information and Education (KIE) Using Methods Role Playing Regarding Knowledge About Preventing Sexual Violence in Children with Asymp. Sig (2-Tailed) is worth 0.000. Research in line with Nugroho (2019) who stated that there is an influence of health education using the roleplay method on the attitudes of class X students regarding PLWHA where the p value is 0.000. Health education using the role play method has an influence on increasing respondents' knowledge about PLWHA. Based on the theory, exposure to information (messages) obtained from humans (informants), the media, or from health education such as role play can influence the increase in knowledge in a person (receiver).

According to Filia et al. (2018), the application of the role-playing method in education has proven to be effective in increasing children's knowledge about preventing sexual violence. This method excels at increasing engagement, deepening understanding, developing interpersonal skills, cultivating empathy, encouraging critical thinking, and strengthening learning experiences. Simulation of real situations and active participation in roleplaying helps children understand the concept of preventing sexual violence in depth and is easy to remember.

According to Fathurrohman (2015) in Sulfemi (2019), role playing is in principle a method for presenting roles that exist in the real world into a role performance in class/meetings. The author can conclude that the role playing method is a language learning method that has the principle of communication which can create relationships in social situations in learning activities so that it can increase students' activeness in using language orally which contains meaning (Branigan, 2020; Hartmann-Tews et al., 2020). Apart from that, the author uses audio visual media.

The researcher's assumption in the results of this study shows that providing Communication, Information and Education (KIE) using the role playing method is effective in increasing knowledge about preventing sexual violence in children. The role playing method has been proven to be able to significantly increase participants' understanding and skills. Through this approach, parents and children can be actively involved in learning, practice prevention strategies directly, and discuss and reflect on their experiences. This contributes to a better increase in knowledge compared to one-way information delivery methods. These findings indicate that the use of the role playing method in providing IEC can be an effective strategy for increasing public knowledge, especially parents and children, regarding the prevention of sexual violence against children (Bentivegna & Patalay, 2022; Russell et al., 2020). The results of this research can be used as a basis for developing more comprehensive education and intervention programs in an effort to protect children from acts of sexual violence.

Overall, this research provides empirical evidence about the effectiveness of providing IEC using the role playing method in increasing public knowledge regarding the prevention of sexual violence against children. These findings can be a reference for related parties, such as the government, community organizations and educational institutions, to develop educational programs and interventions that are more effective and well-targeted. Apart from that, researchers believe that increasing knowledge about preventing sexual violence against children, especially among teenage girls, can provide many benefits (Blake et al., 2024). First, young women will have a better understanding of the forms of sexual violence, its signs and impacts, and realize that sexual violence is illegal and unacceptable.

Second, with increased knowledge, they can learn and practice prevention strategies, such as how to recognize risky situations, express resistance, and ask for help, that can help protect themselves from the potential threat of sexual violence. Third, adequate knowledge can encourage young women to be more courageous in

voicing opinions, maintaining personal boundaries, and rejecting inappropriate actions, thereby increasing their self-confidence and ability to act assertively in risky situations.

Fourth, a good understanding of preventing sexual violence can form positive attitudes and behavior, such as respecting personal rights and integrity, which can help young women develop healthy relationships and avoid situations that have the potential to lead to sexual violence. Fifth, increasing knowledge among young women can encourage support and empathy from the surrounding environment, such as parents, peers and the community, which can create a safer and more conducive environment for them (Behrman et al., 2017; Draugedalen et al., 2021). Overall, increasing knowledge about preventing sexual violence in adolescent girls can provide significant benefits in efforts to protect them from violence, increase their sense of security, and support healthy development physically, mentally, and emotionally.

Conclusion

Based on the research results, it can be concluded that the majority of the 69 student respondents at SMP Islam An-Nabilah, Gunung Kaler District, Tangerang, were 13 years old (75.4%), with the majority being female (73.9%). The assessment of knowledge about preventing sexual violence before providing education showed an average value of 49.35 and a standard deviation of 4.105, with a minimum knowledge assessment of 40 and a maximum of 60. After providing education, the average value increased to 87.46 with a standard deviation of 4.89, with a minimum knowledge assessment of 80 and a maximum of 95. The difference in assessment indicated an increase of 38.11, demonstrating a significant improvement in students' knowledge after receiving the Communication, Information, and Education (KIE) program using the role play method. The Wilcoxon test revealed that the majority of the average values from 48 respondents showed an increase in knowledge, with an average of 35.00 and a sum of ranks of 2415.00. In conclusion, there is significant effectiveness in providing KIE using the role play method on knowledge about preventing sexual violence among students at SMP Islam An-Nabilah, Gunung Kaler District, Tangerang, in 2024.

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Conflicts of Interest

The research has no conflicts of interest.

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