



Caretaker Card (CACA) as an Educational Media to Improve Elementary School Students' Understanding of Sexual Violence

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Submitted: 8 Februari 2024 ; Revised: 16 Juni 2024 ; Accepted: 24 Juli 2024

Abstract

Sexual violence against children is a crucial problem that requires serious attention and handling in Indonesia. Data shows that the increasing number of cases of sexual violence against children is alarming. Preventive efforts need to be made from an early age, one of which is through education for elementary school children. Conventional methods of education, such as lectures and discussions, are less effective in attracting the attention and participation of students. This has led to the development of more creative and interactive educational media through the Caretaker Card (CACA). This study aims to develop the Caretaker Card (CACA) educational media as a means of improving elementary school students' understanding of sexual violence. The research approach used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This study resulted in the Caretaker Card (CACA) product as an educational tool to improve elementary school students' understanding of sexual violence. This media consists of 20 cards containing information about private areas that should not be touched or seen by others. Media trials indicate that the Caretaker Card (CACA) is effective in increasing students' understanding of sexual violence. This educational media can be utilized as an alternative educational tool for sexual violence in elementary schools.

Keywords: caretaker card (CACA), sexual violence, educational media, elementary school.

Abstrak

Kekerasan seksual terhadap anak merupakan permasalahan krusial yang membutuhkan perhatian dan penanganan serius di Indonesia. Data menunjukkan peningkatan kasus kekerasan seksual terhadap anak sangat mengkhawatirkan. Upaya pencegahan perlu dilakukan sejak dini, salah satunya melalui edukasi kepada anak-anak usia sekolah dasar. Pemberian edukasi secara konvensional seperti ceramah dan diskusi kurang efektif dalam menarik perhatian dan partisipasi siswa. Hal ini mendorong pengembangan media edukasi yang lebih kreatif dan interaktif melalui *Caretaker Card* (CACA). Tujuan penelitian ini untuk mengembangkan media edukasi *Caretaker Card* (CACA) sebagai upaya meningkatkan pemahaman siswa sekolah dasar mengenai kekerasan seksual. Pendekatan penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE (*Analysis, Design, Development, Implementation, dan Evaluation*). Penelitian ini menghasilkan produk *Caretaker Card* (CACA) sebagai media edukasi dalam meningkatkan pemahaman siswa Sekolah Dasar terhadap kekerasan seksual. Media ini terdiri dari 20 kartu yang memuat informasi tentang area pribadi yang tidak boleh disentuh maupun dilihat oleh orang lain. Uji coba media menunjukkan bahwa *Caretaker Card* (CACA) efektif dalam meningkatkan pemahaman siswa tentang kekerasan seksual. Media edukasi ini dapat dimanfaatkan sebagai salah satu alternatif media edukasi kekerasan seksual di sekolah dasar.

Kata kunci: caretaker card (CACA), kekerasan seksual, media edukasi, sekolah dasar.

How to Cite: Yuliastuty, D. S., Putra, S.D.E. (2024). *Caretaker Card* (CACA) Sebagai Media Edukasi Dalam Meningkatkan Pemahaman Siswa Sekolah Dasar Terhadap Kekerasan Seksual. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 11(2) 215-224. doi: <https://doi.org/10.21093/twt.v11i2.7534>

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INTRODUCTION

Sexual violence is like a dark cloud that shrouds the reality of society. Data from Komnas Perempuan in 2022 recorded 457,895 cases of sexual violence being reported. This figure represents the tip of the iceberg, where many cases go unreported due to various factors such as social stigma, victim trauma, and limited access to justice. Sexual violence not only impacts the physical body but also leaves deep psychological scars on victims. Feelings of shame, trauma, and social stigma can hinder the recovery and reintegration of victims into everyday life. This reprehensible behaviour knows no age, gender, or space boundaries. Ironically, statistics show that the incidence of sexual violence is increasingly alarming (Rois, 2023). Sexual violence is a crucial issue that requires serious attention and handling in Indonesia, including sexual violence against children. Data from the Online Information System for the Protection of Women and Children (SIMFONI PPA) shows that in 2022, there were 5,664 cases of sexual violence against children (Ain et al., 2022). The problem of sexual violence not only causes physical and mental harm to victims but can also disrupt their future.

Sexual violence does not only occur in the community environment but can also happen in educational settings. Schools, which are meant to be safe places for learning, can also be vulnerable to incidents of sexual violence (Zahirah et al., 2019). SDN 2 Ngadirejo is one of the best elementary schools in Malang Regency (Kemendikbud, 2023). However, SDN 2 Ngadirejo is one of the schools in Malang Regency that needs attention regarding the issue of sexual violence. There are incidents of verbal sexual violence by students that are not realized as such due to a lack of understanding about the forms of sexual violence. Knowledge of the forms of sexual violence needs to be given to students according to their developmental stage (Ronggo, 2023). Verbal sexual violence is often not recognized by either the perpetrator or the victim. However, this cannot be ignored or considered a non-issue. Problems that are continually overlooked may become habitual in the school environment and could lead to more severe issues. Based on interviews with the principal of SDN 2 Ngadirejo, the school has never provided education related to sexual education, particularly for upper-grade students. This is one reason for the student's lack of understanding regarding sexual violence. Sexual education is essential to prevent incidents of sexual violence in educational environments, whether verbal, physical, or non-physical. Therefore, sexual education needs to be given to students to prevent sexual violence in SDN 2 Ngadirejo and other elementary schools.

Elementary school students are underage children who still need protection from various parties. Children can be classified as immature in terms of physical, mental, and social aspects. During adolescence, many physical changes occur, such as the development of bodily functions, the formation of reproductive organs, emotional changes, intellectual development, and moral changes. On the other hand, sexual issues are still considered less appropriate to discuss openly, especially in educating children. Children have rights that need to be protected (Yuliartini et al., 2021). Every child has the right to growth, development, survival, and protection from discrimination and violence according to Article 28 B Paragraph 2 of the 1945 Constitution. According to the Ministry of Education and Culture, acts of assault, insult, or violence committed without someone's consent against a person's body or reproductive function are defined as sexual violence. Therefore, sexual education is necessary to prevent sexual violence in educational settings.

Sexual education is very important to be taught to prevent sexual violence against children. Sexual education in schools can be provided through the use of media in student learning materials (Putra et al., 2023). According to Sartika, Fhabella, and Fajaroh (2022), education on gender-based violence should be given as early as possible. The information provided includes increasing awareness that sexual violence can happen anywhere, by anyone, and at any time, fostering the courage and determination to reject and combat sexual violence, providing knowledge for people around the child, and providing guidance to victims. To prevent sexual violence against children, it is necessary to provide education about the dangers and consequences of sexual violence and how to prevent it. Considering that children are

curious and enthusiastic, their curiosity can be a helpful factor in providing educational information, including sexual violence education (Yuliartini et al., 2021).

Efforts to prevent sexual violence in children need to be provided from an early age, one of which is through education for elementary school children. At this age, children begin to understand basic concepts regarding body parts that should not be touched or seen by others. Proper education can help children recognize forms of sexual violence, protect themselves from danger, and seek help if they experience abuse. Various educational methods have been implemented to improve elementary school students' understanding of sexual violence. However, conventional educational methods such as lectures and discussions are sometimes less effective in attracting students' attention and participation. This has led to the development of more creative and interactive educational media through the Caretaker Card (CACA). The Caretaker Card (CACA) is an educational media based on a card game specifically designed for elementary school students. This game uses an engaging design and simple language to convey information about body parts that should not be touched to prevent sexual violence. The Caretaker Card (CACA) is expected to increase student's awareness and understanding of the dangers of sexual violence and encourage them to speak up and seek help if they experience abuse.

RESEARCH METHOD

The method used in this research is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This model was developed by Dick and Carey (1996). The R&D process aims to develop a product and evaluate its usability (Sugiyono, 2016). The ADDIE model was chosen because it is systematic, structured, and easy to understand when developing educational media.

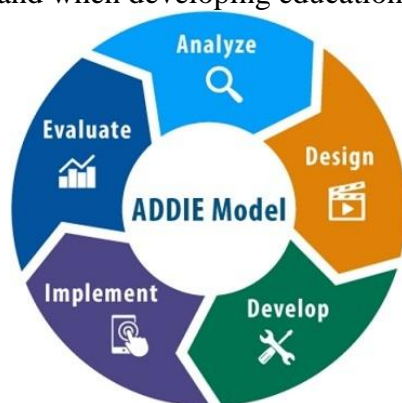


Figure 1. ADDIE Development Model

Research Stages

Analysis in this stage a needs analysis is conducted through literature studies on sexual violence against children and their educational media. Researchers also identified the needs and characteristics of elementary school students related to sexual violence education. They came up with the idea of creating the Caretaker Card (CACA) as educational media. The next step was to analyze the objectives by formulating the goal of developing the Caretaker Card (CACA) as educational media for sexual violence among elementary school students and establishing clear and measurable goal achievement indicators.

Design in this stage, the researchers first determined the format of the Caretaker Card (CACA) that is attractive and suitable for elementary school students. Second, the researchers developed the content of the Caretaker Card (CACA), which contains information about private body parts that should not be touched or seen by others to prevent sexual violence. Third, the researchers compiled the educational material of the Caretaker Card (CACA) using simple language that is easy for elementary school students to understand. Fourth, the researchers designed the visual aspects of the Caretaker Card (CACA) to be attractive and educational.

Fifth, the researchers chose images and illustrations that correspond to the content of the Caretaker Card (CACA). They ensured that the visual design of the Caretaker Card (CACA) was easy for elementary school students to understand.

Development in this stage, the researchers developed the Caretaker Card (CACA) prototype. Subsequently, the researchers conducted a trial of the Caretaker Card (CACA) educational media by involving several elementary school students. After the trial process, the researchers refined and perfected the educational media for the Caretaker Card (CACA) based on the results of the trial. In the development stage, the researchers also prepared a user guide for the Caretaker Card (CACA), which includes instructions for using the Caretaker Card (CACA) for sexual violence education among elementary school students.

Implementation in this stage, the researchers implemented the Caretaker Card (CACA) at SDN 2 Ngadirejo, which was chosen as the research sample. This stage involved fourth and fifth-grade students in the sexual violence education process using the Caretaker Card (CACA). Additionally, the researchers collected data through observations, interviews, and the administration of pretest and posttest questions to the students involved in the field trial. In this stage, the researchers also collected documentation related to the implementation of sexual violence education using the Caretaker Card (CACA).

Evaluation in this stage, the researchers analyzed the data obtained from the field implementation. They evaluated the effectiveness of the Caretaker Card (CACA) in improving elementary school students' understanding of sexual violence.

RESULTS AND DISCUSSION

The R&D research conducted resulted in the production of the Caretaker Card (CACA) as educational media to enhance elementary school students' understanding of sexual violence. The results and discussion are presented using the five stages employed in the research, including Analysis, Design, Development, Implementation, and Evaluation. Each research stage is outlined as follows:

Analysis

The research was conducted to address the issue of sexual violence in elementary schools. SDN 2 Ngadirejo is one of the schools in Malang Regency that requires special attention concerning the problem of sexual violence. The lack of understanding among students about the forms of sexual violence, including verbal sexual violence, which often goes unnoticed, is an issue. Knowledge about the various forms of sexual violence needs to be provided to students according to their developmental stages. The lack of sexual education at the school has contributed to students' limited understanding of sexual violence. The information obtained through observation and interviews facilitated the researchers in planning the development of the Caretaker Card (CACA) to be implemented effectively in providing education about sexual violence, including recognizing private areas of the body that must be protected.

Design

In the design stage, the development of the Caretaker Card (CACA) as educational media was one of the efforts to enhance elementary school students' understanding of sexual violence. The Caretaker Card (CACA) is an educational medium that introduces students to private body areas that should not be touched or seen by others. The Caretaker Card (CACA) was designed using the Canva application, with cards measuring 6x9 cm printed on 310 gsm art carton paper. The Caretaker Card (CACA) is an educational medium in the form of a card game. During the design process, the researchers paid attention to the principles of image and text design according to the theory developed by Sudarna et al. (2015), including the motivation principle in image and text design that gives a positive impression on educational media, text readability using language that is easy for elementary school students to understand, appropriate illustrations, layout, and presentation that can increase students' interest in using the media. The card game design developed by the researchers is shown below.

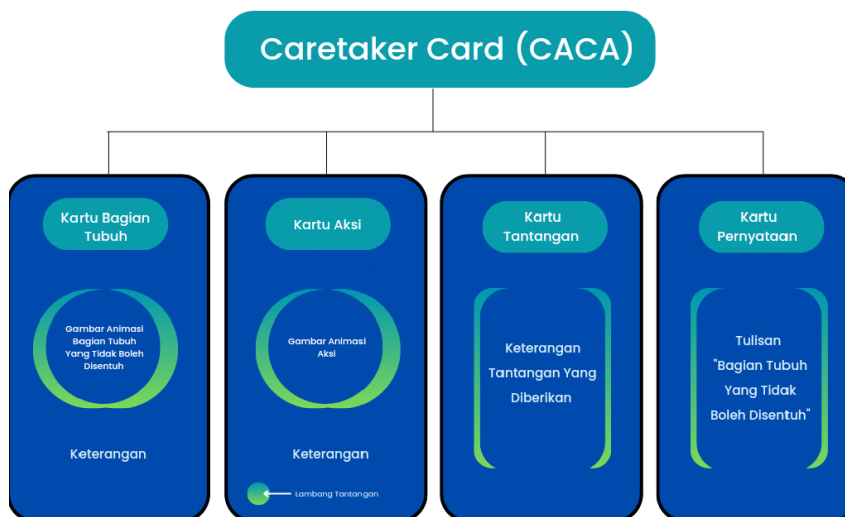


Figure 2. Design Plan of the Caretaker Card (CACA)

Development

The name "Caretaker Card" (CACA) is derived from English, meaning "Guardian Card." The name was chosen because the game aims to teach students about body parts that need to be protected. The cards are divided into five categories: statement cards, body part cards, challenge cards, and action cards. There are 20 Caretaker Cards (CACA) in total, consisting of 1 statement card, ten body part cards, five challenge cards, and four action cards.



Figure 3. Back Design of the Caretaker Card (CACA)

The back of each card is different. The researchers used a card design that corresponds to the preferences of elementary school students, who tend to like animated or cartoon images. Additionally, the card design was made simple so that it was easy for students to understand.



Figure 4. Caretaker Card (CACA) Educational Media

The "statement card" is a card that contains the phrase "Private Body Parts That Should Not Be Touched," which each player must read aloud, one word at a time, in turn. The "body part card" is a card featuring animated images of body parts that should not be touched or seen by others, such as the buttocks, genitals, chest, thighs, and mouth. A description accompanies each body part, though the text and image do not match to add an element of challenge and concentration. The "challenge card" presents various tasks that players must complete, such as changing the playing order, removing a word from the statement card, or adding a word to the statement card, making the game increasingly difficult. The "action card" contains animated actions that players must perform, such as clapping hands, jumping, mimicking a monkey sound, or looking right. Like the body part cards, the words and images on the action cards do not match. They are designed to create confusion and train focus, making the game more engaging and less monotonous.

Additionally, each game is guided by specific rules to help students use the Caretaker Card (CACA). The game instructions are as follows: First, open three body part cards (note that the images and text differ; for example, the image might show a mouth while the text reads "chest"). All players must memorize the text from the three body part cards. Once memorized, the players should overlap the cards to cover the text. Then, each player, in turn, reads a word from the statement, "Private Body Parts That Should Not Be Touched." Players take turns saying one word at a time, continuing with the words from the list of cards. If they succeed, add another card to the game and continue. If an action card appears, the player must perform the required action and then draw a challenge card and follow its instructions. Any player who makes a mistake is out of the game, and the last remaining player is declared the winner..

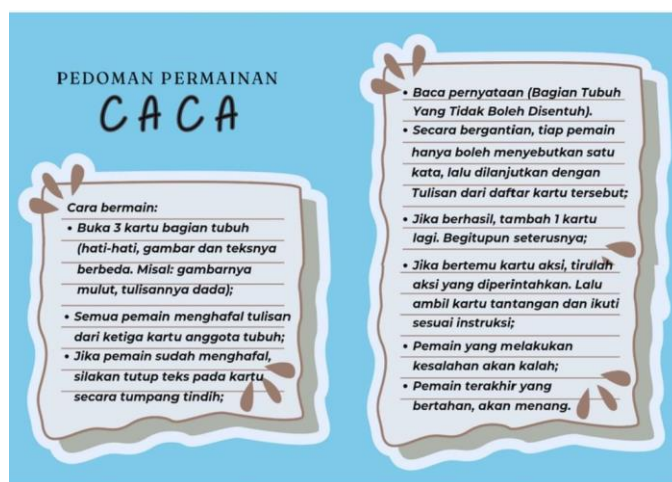


Figure 5. Caretaker Card (CACA) Game Guide

Implementation

The product was tested in a limited trial with fourth and fifth-grade students at SDN 2 Ngadirejo, accompanied by teachers. The students were given a pretest on sexual violence material, the Caretaker Card (CACA) media, and a posttest. Before the implementation of the Caretaker Card (CACA), the students were given a pretest and provided with material on sexual violence prevention to measure their level of understanding. The students were then guided and informed about how to play the Caretaker Card (CACA). After being given instructions on how to play the Caretaker Card (CACA), the students were allowed to play the game. After the game ended, the students were given a posttest.

During the trial, the researchers observed the students, providing guidance and supervision. Throughout the trial of the Caretaker Card (CACA) product, the students were active and enthusiastic in participating in the game. When the pretest and posttest questions were given, the students were able to answer the questions correctly and according to the instructions. After the limited trial was completed, the researchers assessed the students' results in both the pretest and posttest. The following table shows the pretest and posttest results.

Table 1. Pretest and Posttest Results

Criteria	Pretest	Posttest
Students' understanding of sexual violence	30%	70%
Students' understanding of body parts that should not be touched	42%	92%
Students' understanding of how to protect private body areas	53%	89%
Students' response to verbal and physical sexual violence	37%	85%
Students' understanding of the importance of education to prevent sexual violence	48%	82%

From the table, it can be seen that the five aspects of sexual violence education showed an increase in percentage, with an average score of 836%. After the trial, the researchers interviewed the students about the Caretaker Card (CACA) media. The results indicated that the use of the Caretaker Card (CACA) was delightful, as it provided an opportunity for students to play while learning. This finding is supported by research conducted by Giwangsa in 2021, which found that the use of card games during the learning process can increase elementary school students' motivation to learn. Additionally, teachers noted that the use of card games during the learning process made the learning material more accessible for students to understand.

The evaluation of the interview results included components such as the clarity of the guidelines for using the Caretaker Card (CACA) game, the attractiveness of the educational

media to students' interest in using it, the message conveyed in the educational media, and the suitability of the educational media to the characteristics of fourth and fifth-grade elementary school students. From the implementation of the media, the student's responses during the learning process, and the interviews, it was concluded that the Caretaker Card (CACA) could be used as an alternative educational media for sexual violence prevention. This finding is in line with research conducted by Azizah in 2019, which found that card games can create a more varied and enjoyable learning atmosphere. As a result, students were more interested in participating in the learning process and creating an enjoyable educational experience.



Figure 7. Implementation of the Caretaker Card (CACA) Educational Media

Evaluation

During the development process of the Caretaker Card (CACA) educational media aimed at improving elementary school student's understanding of sexual violence, several evaluations were made. These include 1) The inclusion of educational material on sexual violence within the Caretaker Card (CACA) media and 2) The addition of a game board and a barcode to facilitate more accessible access to the educational content. The following outlines the development plan post-evaluation.

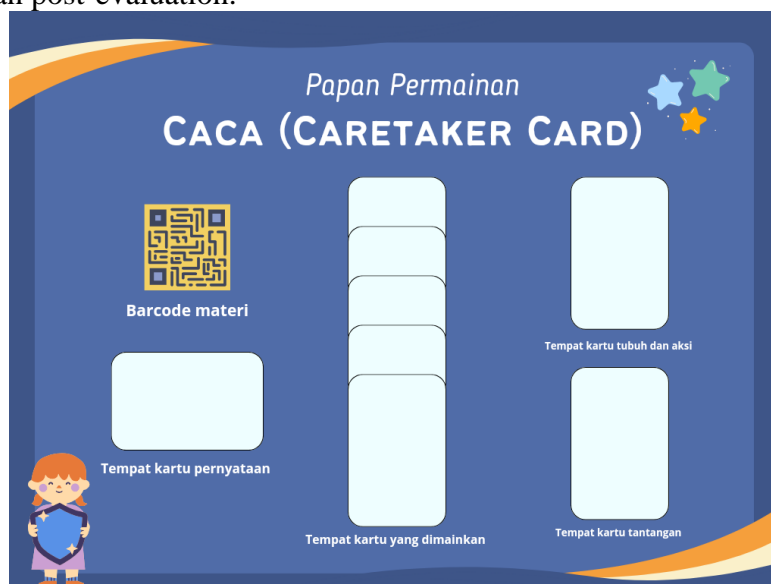


Figure 8. Game Board Design

CONCLUSION AND SUGGESTIONS

Sexual violence against children is an issue that requires serious attention and action. Efforts to prevent sexual violence against children need to begin early through education for elementary school-aged children. Based on the results of this research, it can be concluded that the development of the Caretaker Card (CACA) as educational media is quite effective in enhancing students' understanding of sexual violence. The research method used was R&D (Research and Development) with the ADDIE model's five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings of this study include that students like the Caretaker Card (CACA) because it is attractive and easy to understand, and its use can increase students' understanding of sexual violence and assist teachers in providing education. This research has important implications for the practice of sexual violence prevention education in elementary schools. The Caretaker Card offers an attractive and practical alternative educational medium to help students better understand the concept of sexual violence and contribute to its prevention.

The suggestions given include further development of the Caretaker Card (CACA) with educational material on sexual violence that can be included in the media, adding barcodes to the Caretaker Card (CACA) to facilitate access to materials, and conducting further research to test the effectiveness of the Caretaker Card (CACA) in the long term. It is also hoped that this educational media can be widely implemented in other elementary schools as part of sexual violence prevention education programs.

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