

Development of Sex Education Model to Reduce Sexual Violence Cases in the Higher Education

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Abstract: Development of Sex Education Model to Reduce Sexual Violence Cases in the Higher Education. Objectives: Sexual violence is a strategic problem in Indonesia. According to data from the Ministry of Women's Empowerment and Child Protection, from January 1 to June 20 2023 there have been 5,053 cases. Sexual violence occurs in the world of education, including universities. The aim of this research is to develop sex education model to reduce cases of sexual violence in higher education. **Methods:** This research is Research and Development (R&D) which uses the ADDIE (Analyze, Design, Develop, Implementation and Evaluation) development model. The model that has been developed was tested using the Kurt Lewin technique on 30 students. The success of the model is measured using an instrument in the form of a questionnaire and analyzed descriptively. **Findings:** The results of this research is sex education model that has been effectively tested in reducing cases of sexual violence in higher education in the form of courses subject equivalent to 2 credits. There are several things in this model, namely learning outcomes, discussion topics and syllabus, teaching materials and resources, evaluation tools, and instructions for use. The model package that has been formed is then tested using Kurt Lewin's action research model. **Conclusion:** The result of this research show that this sex education model is effective in reducing cases of sexual violence in higher education

Keywords: sexual violence, sex education, higher education.

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■ INTRODUCTION

Indonesia is one of the legal state in the world. There are certain legal products that apply in Indonesia. These products are the operational basis which is under the ideal foundation (Pancasila) and the constitutional basis. These forms of legal products include laws, government regulations, presidential regulations, ministerial regulations, regional regulations, and so on.

One of the legal regulations in Indonesia is Law (UU) Number 12 of 2022 concerning the Crime of Sexual Violence. As the name suggests,

this law prohibits acts of sexual violence. This law also becomes the legal umbrella for lower regulations, as well as regulations that apply to other organizations in the Republic of Indonesia.

Regarding sexual violence, there is also Law (UU) Number 44 of 2008 concerning Pornography. This law prohibits pornography in the Republic of Indonesia, which means that pornography is something that is illegal in Indonesia.

These two laws support the second principle of Pancasila, namely justice and civilized

humanity (*kemanusiaan yang adil dan beradab*). This law also differentiates Indonesia from various other countries, where in several other countries, pornography is legal, and sexual violence is not handled seriously by the government.

The existence of laws related to sexual violence and pornography certainly binds all levels of society, including organizations in the Republic of Indonesia. The condition that is expected from the protection of these two laws is the low incidence of sexual violence and pornography cases in society. This would be in line with Aksoy, Carpenter, Haas, and Tran (2020) who stated that laws can exert a powerful influence in shaping societal attitudes.

The reality found, shows that cases of sexual violence in Indonesia are still high. According to data from the Ministry of Women's Empowerment and Child Protection, from January 1 to June 20 2023 there have been 11,292 cases of violence. Of this number, 5,053 cases were cases of sexual violence. Therefore, there needs to be further efforts to reduce cases of sexual violence, one of which can be implemented through educational institutions, including universities.

Higher education as the highest form of educational unit absolutely bears the responsibility to shape the character of its students, including in relation to the responsibility to prevent sexual violence. This is because graduates from universities will clearly go straight into society and the world of work, because there is no higher education unit than universities.

However, cases of sexual violence still occur in higher education environments. The characteristics of students (especially at undergraduate level) aged 18 to 23 years make them more at risk of becoming perpetrators or victims of sexual violence. At this age, students begin to become adults, so there are many changes in students' physical, mental, feelings and

thoughts. If this is not managed well, these changes can have a negative impact in the form of sexual violence.

The problems that have been raised require immediate solutions. Existing conceptual frameworks that apply actor network theory and gender to comprehend the causes and effects of women's experiences of violence and abuse enabled by digital technologies must serve as a guide for research and practice (Henry, Flyenn and Powell, 2020).

Conducting research to resolve these problems is an important thing to do. Several researchers have conducted research to find solutions to sexual harassment.

Goh, et al (2021) propose social cognition and prototypically perspective to reduce sexual harassment cases. In detail, harassment reporting and litigation are needed to realize fundamental civil rights. This research seems focused on social aspects on reducing social harassment.

Another solution to solved sexual harassment is proposed by Cortina and Areguin (2021). The solutions for the case are reporting and training. One of the consequence of this research is providing reporting channel. People or society should understand that the channel is exist so they will think more if they want to do the violation of rules in context of sexual harassment.

Stahl and Dennhag (2020) mention that the sexual harassment can be online and offline. Several factors become the impact of sexual harassment such as anxiety and depression. Especially for online harassment, it can be reducing by online reporting. This can be done directly after violation happened.

Out of several researches above, it can be concluded that sexual harassment can be reduce by several ways. The solution such as make training, reporting facilities (both of offline and online), also strengthen law of civil rights are the solutions to reduce sexual harassment.

Starting from this idea, it is very strategic to develop an effective sex education model to reduce sexual violence in specific coverage area, namely higher education. The idea is make course subject about sex education. This is far different comparing several previous research above that focuses in society and reporting as solution. To make the effort can be scientifically justified, development is carried out through research.

■ METHOD

This research is Research and Development (R&D). The development model used in this research is the ADDIE (Analyze, Design, Develop, Implementation and Evaluation) model (Branch, 2009).

Participants of this research is university students. The number of students who will be object of trial for the model is 30 students from a class of first year of university who taken by cluster sampling.

Design of this research using ADDIE steps. As the name suggests, there are 5 stages carried out in this research.

The Analyze stage was carried out to get an overview of the sex education models that already exist. This is done by conducting a study of previous research through a search on Google Scholar. The models found are then analyzed in terms of the strengths and weaknesses of each model.

Based on the results of the analysis of existing models, the next stage in this research is design. At this stage, the results of the analysis of existing models are then synthesized to become a new model that can accommodate the weaknesses and advantages of the existing models. The model referred to at this stage is still an initial design that is ready to be developed. This initial model includes the concepts of sex education that need to be developed.

In the develop stage, the initial sex education design that was created earlier is then

developed into a more comprehensive model. This model is in the form of a non-credit course which can be equivalent to 2 credits when applied in higher education. There are various components in this model, such as learning outcomes, syllabus for 16 meetings, materials (in the form of PPT), evaluation tools (instruments), and instructions for teachers.

After the initial model has been developed, the next stage that needs to be carried out is implementation. At this stage, the model was tested using the action research method in one of the classes. The action research model used is the Kurt Lewin model (Kanazawa, 2023).

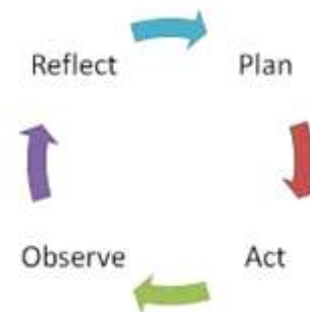


Figure 1. Kurt lewin action research model

There are 4 stages in the trials carried out, namely planning, implementing learning, observing learning, and reflecting. The first two stages (namely planning and implementation) are part of the implementation stage in the ADDIE model. Meanwhile, the observation and reflection stages are part of the evaluation stage in the ADDIE model.

There were 30 students who were the objects of this trial. Considering the limited time, the trial was also carried out on a limited basis, only 2 meetings, plus 1 meeting for evaluation, so that there were a total of 3 meetings for this research trial (out of a total of 16 meetings). In summary, the five stages of this research (ADDIE) are depicted in the following table.

Table 1. Research stages

Stage	Job Description
Analyze	<ul style="list-style-type: none"> ✓ Collection of sex education models that already exist ✓ Analyze the advantages and disadvantages of each design
Design	<ul style="list-style-type: none"> ✓ Create a basic model that can accommodate the advantages of the previous model ✓ The basic model also eliminates the weaknesses of previous models
Develop	<ul style="list-style-type: none"> ✓ Build a complete model ✓ The completeness of the model consists of learning outcomes, syllabus for 16 meetings, materials (in the form of PPT), evaluation tools (instruments), and instructions for lecturer
Implementation	<ul style="list-style-type: none"> ✓ Carrying out Lewin's action research model ✓ The stages implemented are plan and act
Evaluation	<ul style="list-style-type: none"> ✓ Continuing the stages of Lewin's model ✓ The stages carried out are observe and reflect

Instruments of this research is test. The test used to measure the understanding of students in context of sex education. This research provided 4 tests, namely pretest, formative test 1, formative test 2, and a questionnaire on the effectiveness of this course in preventing sexual violence in higher education.

The first 3 test are multiple choice. The number of questions in pretest is 10, then formatibe 1 is 15, and formative 2 is 15. All of the topic of questions come from the materials that delivered in the subject before the test.

The number of questions in the questionnaire of effectiveness of this course in preventing sexual

violence in higher education is 20. All of the items have 5 choices using Likert-scale. Indicators of instruments item will be generate in the step of ADDIE.

All test instruments given have validity (corrected item-total correlation value is more than 0.3), and have good reliability, with a Cronbach's Alpha coefficient above 0.6 (Sugiyono, 2016).

Data analysis in this research is descriptive analysis. The data of trial will be come from questionnaire on the effectiveness of this course in preventing sexual violence in higher education. The score is in range of 20-100. The product is effective to reduce sexual harassment if the average of score is more than 80.

■ RESULT AND DISCUSSION

Sex education is a concept that is a strategic part of education in general. This education has various goals such as promoting a healthy life, preventing early pregnancy, and preventing acts of sexual violence (Paton, Bullivan, and Soto, 2020). Sexual education can be developed through various media, such as through Tiktok (Fowler, Schoen, Morain, 2021), or through classroom lectures as developed in this research.

The research has been carried out in accordance with the design specified in the research methods section. The following explains the results of the research that has been carried out at each research stage consisting of the analyze, design, develop, implementation and evaluation stages.

At the analyze stage, this research succeeded in collecting previous sex education models that had been developed. There are 3 previous research results that provide input regarding new models of sex education that need to be developed in this research.

Shirbaigy et. al (2021) tries to modify Comprehensive Sexual Education (CSE) which has been designed by UNESCO for students in

Iran. CSE is a comprehensive program that is consistent with many of today's religious beliefs, values, and norms. However, specifically for Iranian society, there are various differences that need to be adjusted if CSE is to be implemented.

Therefore, Shirbaigy et. al modified the CSE model. There are various adjustments such as in several parts of the objectives, namely cognitive, attitudes and skills. Apart from that, there are also adjustments in terms of principles, content (human development, communication, personal skills, sexual, behavior, sexual health, culture and society) and educational methods (direct and indirect).

Based on studies of the CSE model, it appears that the sex education model needs to develop three domains in learning, namely cognitive, affective and psychomotor. In addition, the content that needs to be in the model needs to be developed in accordance with current conditions both in social and societal terms.

Furthermore, research from Castro et. al (2021) studied sex education carried out online. This is done to prevent cyberstalking, sexism, pornography and sexting. These incidents appear to be events that may arise due to online activities. Therefore, the sex education model proposed in the research of Castro et. al this is also an online sex education model.

An effective sex education model to be developed is based on Information and Communication Technology (ICT). This is necessary to anticipate incidents of sexual violations (both verbal and nonverbal) committed online. All tools in this model (material, evaluation, etc.) are packaged online. Based on research conducted, this online sex education model aims to provide direct experience for students to be able to establish healthy relationships with other people or other students, so that the relationships formed are not relationships that contain elements of sexual violations in any form.

Based on studies that have been conducted, Castro's research tends to show the need for students to gain experience in relating to other people in a healthy manner. The emergence of pleasure or enjoyment due to a healthy relationship is the basis for students not to enter into unhealthy relationships. In addition, providing this experience can be done online.

Further research was conducted by Lee and Lee (2019). This research with a focus on sex education programs was conducted on junior high school students in Korea. The program in question is a life skills-based sexuality education program which focuses on life skills as the basis for sex education. There are 10 learning sessions that students need to attend in this program.

This research compares the experimental class and the control class on several indicators. In sexual and reproductive health indicators, it was found that the experimental group was higher than the control group with an F value = 58.5 and a p-value < 0.001. In the life ability indicator, the experimental group also showed higher ability, namely F value = 11.52 and p-value = 0.007. Meanwhile, in terms of indicators of self-management abilities in the realm of sexual health, the experimental group was better than the control group with F value = 9.32 and p-value = 0.003. Based on the results of this research, it appears that the life skills-based sexuality education program is effective in improving the quality of these three indicators.

The results of this research show the need for life skills to be the basis of developed sex education. By being based on life skills, the sex education that is developed not only provides insight into the world of sex, but can further develop students' life skills.

Based on three previous studies that have been collected and analyzed, this research can continue at the design stage. As previously explained, there are two main activities in this

stage, namely creating a basic model that is able to accommodate the advantages of the previous model, and the basic model also eliminates the weaknesses of the previous model. Therefore, the sex education model was developed by referring to the strengths and weaknesses of the three models that were analyzed in the previous stage.

The sex education model designed is a sex education model that contains characteristics such as: (1) Comprehensive in nature (covers education in the cognitive, affective and psychomotor domains). (2) Providing experiences for students to relate to other people in a healthy way so that pleasure or enjoyment arises due to healthy relationships. This can be done online. (3) There is an impact on the development of students' life skills as an outcome of this sex education model.

The basic design which has the three principles mentioned above is then designed into a new sex education model which will certainly be better than the three existing models. This new sex education model is oriented towards preventing sexual violations in higher education. Therefore, this model is realized in the form of course subjects which can be equivalent to 2 credits.

This course is given the name Sex Education. As previously analyzed, this course will cover the cognitive, affective and psychomotor domains, provide enjoyable experiences for students to connect with friends in a healthy manner, contain learning carried out in a hybrid manner, and be evaluated based on the development of students' life skills.

That is the initial design of the proposed sex education model. This design then continues to the development stage to realize this concept into a real product that is ready to be used or implemented.

The development stage is carried out according to the design previously stated. At this stage, the sex education model that has been

previously designed is developed into a complete model. The completeness of the model consists of learning outcomes, syllabus for 16 meetings, materials (in the form of PPT), evaluation tools (instruments), and instructions for teachers.

The course learning outcomes set out in this lecture consist of four things related to the previous models. The four learning outcomes of the course in question are as follows.

1. Students can build healthy relationships with other people to enjoy them well. This is an important component in sex education which is also supported by research from Goldfarb and Lieberman (2021).
2. Students are independently able to develop a sense of shame in themselves both in their actions and words. Shame, which is an important topic of discussion in sex education, will be able to reduce the occurrence of sexual violence (Gao, 2023).
3. Students are able to form a masculine and feminine spirit (according to their respective gender). This culture formation was adopted from organizational culture theory developed by Hofstede and Minkov (2010). This become important because in Indonesia, gender is unequal. Male and female have different role. Also in most of cases, female became victims of sexual harassment. In the sex education subject, the lecture should be equal on teaching process, because male students also have possibility to be victims (although in lower probability).
4. Students can take care of themselves, maintain the health and cleanliness of their vital organs. Efforts to instill students' attitudes towards maintaining reproductive organs can be done through counseling and education processes as explained in research conducted by Wardiyah, et al (2022).

The four course learning outcomes were then developed into themes. Each theme will be taught in one meeting. There are 14 themes developed,

so that if you add the middle test and final test, the number of meetings becomes 16 meetings. The first and second learning outcomes are described in themes carried out before the mid-semester test, while the third and fourth learning outcomes are held after the mid-term test. After development, the topics taught at each meeting are as follows.

Table 2. Topics at each meeting

LO	Topic
1	1. Opening and initial introduction
	2. Social interaction theory
	3. Non-family social relationships
	4. Friendship theory
	5. Practice healthy relationships
2	6. Theory of feelings
	7. Shyness development workshop
	8. Midterm Exam
3	9. Adopt Hofstede's Masculine-Feminine Theory
	10. Introduction to Gender Sociology
	11. Development of gendered habits
	12. Social change and the emergence of gender deviation (LGBT)
	13. Reproductive Theory
4	14. Vital organ health
	15. Efforts to avoid becoming a victim of sexual violence
	16. Finalterm Exam

Based on the table of meeting topics that has been described, it appears that each learning outcome has a different number of topics. This is based on the breadth and importance of each learning achievement which differs from one another. Therefore, the number of topics provided for each learning outcome may vary.

Apart from the topic, this development stage also contains various other things that complement this product or model. Some of the things that are also made include Semester Learning Plans,

learning materials or resources, evaluation tools, and instructions for use. Determining the components of these devices is based on research from Manalu, Sitohang, and Henrika (2022). The following are details of these three things.

1. The Semester Learning Plan is developed based on the topics in the previous table which have been developed into a syllabus. The RPS prepared includes a learning method that is adapted to the topic offered. The method consists of classroom lectures and practicums. For example, for the sixth topic, a practicum was carried out to build healthy relationships.
2. Learning materials or resources to support the main product. The teaching materials in this research are realized in the form of interactive textbooks and PPT materials. The textbook contains 14 topics which have been described previously, and are given an ISBN. The book contains general textbook standards, starting from learning outcomes, material exposure, and evaluation questions. Textbooks can be used by students to take part in the lessons held. This book is in the form of an e-book which contains writing (text), images, audio and video, making it easier for students to understand the material, as well as accommodating various student learning styles, be it visual, auditory or kinesthetic. Each text session is equipped with a reading button so that students with auditory characteristics can immediately listen to the contents of the text. Meanwhile, for teachers, power points are provided which contain interactive materials. Power point contains various models of material as well as textbooks that have been developed. Power point contains text, audio and video, so it can also accommodate the characteristics of students taking this lecture. Each meeting consisted of one power point, so a total of 14 power point files were developed.

3. Learning evaluation tools consist of two things, namely learning evaluation tools that are integrated with teaching materials, and learning evaluation tools that are separate from teaching materials. Evaluations that are integrated with teaching materials are found in textbooks, and are formative tests, where each meeting has questions for students to work on. Meanwhile, evaluation that is separate from teaching materials is summative evaluation which consists of a mid-semester test and a final semester test. Both tests are in the form of multiple choices consisting of 40 questions for each test.
4. Instructions for use. Instructions for using this model are presented in the form of a pocket book for teachers. There is a technical explanation regarding this course. Several things are included in the instructions for use, including teaching methods that can be used, how to use textbook e-books, how to use PowerPoint presentations, and how to carry out evaluations, both formative and summative.

At the implementation stage, the lecture tools that have been developed are then tested using the Kurt Lewin action research model. This research was conducted in one of the classes at a private university located in Bekasi Regency, West Java.

As previously stated in the research design, the implementation stage was carried out using an action research strategy. The model used is the Kurt Lewin model with 4 stages, where the first two stages are part of implementation, and the next two stages are part of evaluation. The two stages of implementation in question are planning and implementation. The following are details of the planning and implementation carried out in this research.

At the planning stage, the implementation includes several activities in preparation for implementing learning. Activities carried out include coordination with lecturers, reviewing user

manuals, reducing RPS to the learning that will be carried out, preparing detailed scenarios, as well as preparing learning media and teaching aids. After everything has been prepared at this planning stage, then the research continues on to implementation.

At the implementation stage, there are 2 meetings that are part of this stage. Both meetings were filled with material on topic 1 and topic 2. This is a limitation of this research, considering that this course is not yet an official course, so it is inserted into another course, which in this case is the Fundamental Concepts of Social Sciences course. There were 32 people involved in this lecture trial.

The first meeting began with a pretest regarding general sexual knowledge among students. Next, electronic textbooks are distributed to students for study. The teacher also displays a power point regarding the discussion that will be presented during one semester if this course is actually held. The discussion also contains light explanations regarding each topic that is part of this lecture, and allows students to get a surface overview of the topics in this course. At the end of the meeting, an evaluation was carried out using the instruments in the textbook.

The second meeting was held with the same scenario as the first meeting, but with a more specific topic according to the learning design, namely the topic of social interaction. Like the textbooks held by students, this topic regarding social interaction contains material regarding the nature of humans as mono-dual creatures (zoon politicon and individual nature) (Rindjin, 2013), the definition of social interaction, forms of social interaction, and norms. norms that bind interactions. Learning is carried out using varied lecture methods and combined with role playing. At the end of the lesson, a formative test is carried out on the second topic. Apart from that, at the end of this meeting a questionnaire was also distributed to students regarding the effectiveness

of this course in reducing cases of sexual violence in higher education.

As previously explained, the evaluation stage in the ADDIE model consists of a continuation of Lewin's stage, namely observation and reflection. The following is an explanation of these two stages.

At the observation stage, the research implementation is analyzed to see its effectiveness. There were several things observed in this research, such as the implementation of learning, the use of power points, and the effectiveness of the textbooks that had been prepared.

Based on observations made, in general the lecture went well. The teacher was also able to show the importance of sexual education thanks to the power points presented. Apart from that, students also feel happy using textbooks, because there are text and audio options if needed. Students who don't really like reading can use the text to sound feature to listen to the text in the book. The existence of videos in books is also something new for students which makes it easier for students to understand the material.

At the reflection stage, the results of the assessment at the pre-test stage, formative test 1 and formative test 2 as well as the questionnaire on the effectiveness of the course in reducing cases of sexual violence were analyzed and then concluded. Based on the conclusions obtained, reflection was carried out to make decisions regarding the continuation of this action research. Apart from that, the data collected from carrying out the test is also used as material for testing the quality of the test.

Based on the calculations carried out, an instrument quality index was obtained from the 4 existing tests, namely pretest, formative test 1, formative test 2, and a questionnaire on the effectiveness of this course in preventing sexual violence in higher education. All test instruments given have validity (corrected item-total correlation value is more than 0.3), and have good

reliability, with a Cronbach's Alpha coefficient above 0.6 (Sugiyono, 2016). The following are the results of reliability calculations for the four instruments in question. The reliability of the 10 pretest instrument items is 0.785. The value of cronbach alpha of the instrument has exceeded the reliability limit set by Sugiyono, namely 0.6.

There are 15 questions in formative test 1 (first meeting). From the results of the calculations carried out, the Cronbach Alpha coefficient was obtained at 0.936 which is higher than 0.6. So this formative test is reliable and suitable for use.

Furthermore, in formative test 2, there were 15 questions which were also tested on 32 people who were the objects of this research. Based on the trials carried out, a Cronbach Alpha value was obtained of 0.828, which means this instrument is reliable. Reliability of Effectiveness Instruments in Preventing Sexual Violence Model is 0,628. It means that 20 items of instruments also reliabel.

Based on the calculations that have been carried out, it appears that all instruments are reliable, so they are suitable for use as evaluation tools in this course.

The understanding of sex education among students always increase during the course. Increasing results from pretest to formative test 1 and formative test 2 as the picture bellow.

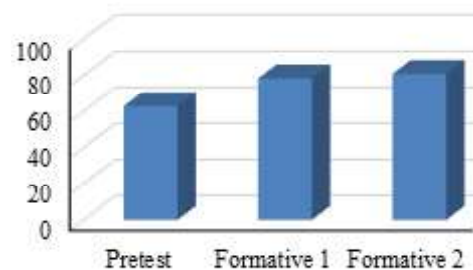


Figure 2. Results of test

Furthermore, the success of this trial in the form of action research can be seen from the results of filling out a questionnaire on the effectiveness of the model in preventing sexual

violence. Based on the results of completing the questionnaire, an average score of 89.27 (on a scale of 100) was obtained with a standard deviation of 8.73. This score is included in the high effectiveness category (80-100), which means this course is effective in preventing sexual violence in the university environment.

Table 3. Model effectiveness evaluation results

	N	Mean	Std. Deviation
Usia	32	89.27	8.73337
Valid N (listwise)			

Every component on this model contribute well on reducing sexual harassment in higher education. Based on the observation, learning by practice process is the best contributor on this research.

■ CONCLUSION

Based on the results of the research conducted, it can be concluded that the sex education model developed in this research is effective in reducing cases of sexual violence in higher education environments. Furthermore, the model developed is in the form of a course with a weight of 2 credits that has been specially developed.

The courses developed are equipped with course learning outcomes, syllabus, semester learning plans, electronic textbooks (containing text, images, videos, as well as a text to audio converter), power point presentations, test questions, and instructions for use for lecturers. Apart from that, the model developed has also been tested on a limited basis, and the results show that this model is effective in reducing cases of sexual violence in higher education (based on assessment instruments tested on trial participants).

Based on these conclusions, it can be recommended to establish this model as a

standard course, and implement this model in universities. This needs to be based on the results of a needs analysis regarding the urgency of sexual education in each university.

It also recommended to try this subject in other university. With the different in culture and demography, the results also can be different. Future research is needed to validate this hypothesis.

Future research to make the subject perfect is also needed. Several revision in supporting products such as module, books or direction will make the subject perfect. Module can be filled by direction for victims and also perpetrators.

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