



Original Article

Education Through Animated Videos Increases Adolescent Girls Knowledge of Sexual Violence Based on Law No. 12 of 2022

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ABSTRACT

Sexual violence against adolescent girls is a global issue with high prevalence and diverse forms. In Palu City, Central Sulawesi, Indonesia, this problem is critical. This study assesses the impact of educational interventions using animated videos on adolescent girls' knowledge of sexual violence based on Law No. 12 of 2022. A pre-experimental, pretest-posttest one-group design was conducted from May 7-15, 2024, with 50 class X students from SMAN 5 Palu selected through stratified random sampling. The intervention was animated video counseling, and the outcome was knowledge of sexual violence. Data were collected via questionnaires and analyzed using the Wilcoxon test at a 95% confidence level. Before the intervention, 80% of respondents had insufficient knowledge about sexual violence. Post-intervention, 74% had good knowledge, with only 4% remaining insufficient. The Wilcoxon test confirmed the intervention's effectiveness ($Z = -6.125, p < 0.000$). The study demonstrates the efficacy of animated video education in enhancing understanding of sexual violence among adolescent girls. The improvement in knowledge supports using audiovisual media in educational interventions for sensitive topics. Animated video educational interventions significantly improve knowledge of sexual violence among adolescent girls and should be widely implemented in schools. Future research should use larger samples and qualitative methods to explore the intervention's impact further.



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INTRODUCTION

Sexual violence against adolescent girls is a significant global problem. The worldwide prevalence of about 15 million adolescent girls aged 15-19 years have experienced forced sex.¹ In Oceania, nearly 47% of adolescent girls have experienced physical and sexual violence by a partner, while in central Europe, about 10%.² Types of violence in the form of attempted rape, sexual coercion, and harassment, as well as sexual contact with violence or threats of violence. Nearly a quarter (24%) of adolescent girls who have been in a relationship will experience physical and sexual violence from an intimate partner by the time they turn 20.³ A national survey showed that 2 in 5 Indonesian women (41%) have experienced some form of violence in their lifetime, with more than 33% experiencing physical and sexual violence at least once.⁴ In West Java, a cross-sectional survey found that 78.7% of

adolescents experienced some form of violence, with 4.5% experiencing sexual violence.⁵ In Central Sulawesi, adolescent girls face a range of vulnerabilities, including sexual violence and forced marriage.⁶ Of all city districts, Palu City ranks highest in sexual violence cases against adolescent girls at 18%.⁷ Overall, sexual violence against adolescent girls requires a comprehensive and diverse approach to prevention and support.

There are several types of sexual violence in adolescent girls and the factors that cause it. Types of sexual violence, according to Law of the Republic of Indonesia Number 12 of 2022, include non-physical and physical sexual harassment, sexual assault, forced sex, attempted rape, and rape.⁸⁻¹⁰ Factors that cause violence in adolescent girls. Socioeconomic factors, including poverty, low school levels, and living in a society with high levels of violence, increase adolescents' vulnerability to sexual violence.¹¹ Child marriage significantly increases the risk of sexual violence, as it creates power imbalances, economic dependence, and social isolation.¹² Other factors related to sexual violence are attitude, age, alcohol consumption, victimization, previous exposure to violence committed by a parent partner, exposure to violent pornography, substance abuse and mental health disorders.¹³ The various types of factors that cause sexual violence in adolescent girls require cross-sector cooperation from multiple stakeholders to carry out prevention and control.

A study in Nigeria found that the majority of adolescent girls (90.8%) had a good level of knowledge about sexual violence. This high level of knowledge is associated with the correct identification of sexual violence, including coercive sexual acts and inappropriate touching of body parts.¹⁴ In contrast, a study in Mysuru, India, found that 62% of adolescent girls had average knowledge, 27% had good knowledge, and 11% had poor knowledge about sexual harassment. A study in Indonesia found that the average level of understanding of female students about sexual violence was quite good, where 69.33% of respondents had a moderate level of knowledge. However, there are still respondents with a low level of knowledge, 17.34%.¹⁵ This variability suggests that although many adolescent girls have some understanding, there is still room for improvement in their knowledge.

Research shows that targeted interventions, such as those that focus on relationship skills and coping with violence, can be effective in reducing perpetrators and victimization among adolescents. These interventions should involve key adults such as parents, teachers, and community members.³ The results showed that most aspects of knowledge about sexual violence in adolescent girls increased after the intervention.¹⁶ Interventions in the form of education using videos have been proven to increase teenage girls' knowledge about sexual violence.^{17,18} Targeted education programs and interventions can significantly increase adolescent girls' knowledge and awareness, which is critical to preventing and addressing sexual violence. The purpose of the study is to assess the influence of counseling through animated videos on the knowledge of adolescent girls about sexual violence based on the Law of the Republic of Indonesia Number 12 of 2022.

METHODS

This study was a preexperimental research with a pretest-posttest one-group design. The research was conducted on May 7–May 15, 2024. The population in this study were all students at one of the senior high schools in Palu City, totaling 157 people. The sample size was 50 people calculated using the proportion formula. Samples were taken by proportional random sampling. The independent variable was counseling through animated videos. The animated video was created by the researcher and can be accessed through the following link: <https://youtu.be/ZvVGh4579Jc?feature=shared>. The dependent variable was the knowledge of adolescent girls about sexual violence based on Law No. 12 of 2022, namely the understanding of teenage girls about non-physical and physical sexual violence.

Counseling was carried out using animated videos and shared through the WhatsApp group. The research instrument uses a questionnaire. There are six positive and four negative statements

with two answer options: true and false. Good knowledge if the answer score is 76-100, 56-75 is moderate and low <56. The time interval for implementing the pretest and post-test is three days. The interval between the pretest and posttest was set at 3 days to accurately capture the immediate impact of the intervention. Research has shown that knowledge gained through short, intensive interventions, such as animated videos, can result in noticeable improvements within a brief period, typically within 1-3 days. This short interval helps minimize the risk of forgetting and ensures that the measured changes reflect the direct effect of the intervention. Studies in education and health interventions using digital media often implement posttests within a few days to assess knowledge retention and behavioral changes. A 3-day interval allows for an effective balance between capturing the immediate effect and minimizing external influences that may distort the results.

The research ethics were obtained from the Palu Ministry of Health Polytechnic Ethics Commission with the number 00293/KEPK POLTEKKES KEMENKES PALU / 2024. Before the implementation of the research, the respondent was given an explanation and a request for approval. Data analysis was conducted using percentage and bivariate methods with the Wilcoxon test through a computer program, with a p-value of <0.05.

RESULTS

The results of the study can be seen in the following table:

Table 1. Respondent characteristics

Characteristic	n	%
Age		
15 years	13	26.0
16 years	34	68.0
17 years	3	6.0
Class		
10 M1	5	10.0
10 M2	6	12.0
10 M3	5	10.0
10 M4	7	14.0
10 M5	6	12.0
10 M6	6	12.0
10 M7	5	10.0
10 M8	5	10.0
10 M9	5	10.0

Table 1 shows that most respondents are 16 years old, with 34 people (68%). Some were 15 years old, with 13 people (26%), while only three people (6%) were 17.

The distribution of respondents based on class is relatively even. The class with the most respondents was class 10 M4 with seven people (14%), followed by class 10 M2, 10 M5, and 10 M6 with six people each (12%). Meanwhile, classes 10 M1, 10 M3, 10 M7, 10 M8, and 10 M9 each had five respondents (10%).

Table 2. Percentage of knowledge of pretest and post-test respondents

Knowledge	Pretest		Post-test	
	n	%	n	%
Good	4	8.0	37	74.0
Moderate	6	12.0	11	22.0
Low	40	80.0	2	4.0

Table 2 shows a significant increase in respondents' knowledge after the educational intervention of animated videos of adolescent sexual violence. In the pretest stage, most respondents had insufficient knowledge, namely as many as 40 people (80%). Only four (8%) understood well, and six (12%) were in the sufficient category.

However, after the intervention, there was a noticeable change in the post-test, where the number of respondents with good knowledge increased dramatically to 37 people (74%). The number of respondents with sufficient knowledge also decreased to 11 people (22%), and only two (4%) still had low knowledge. This study shows that the interventions carried out effectively increase respondents' knowledge.

Table 3. Analysis of the effectiveness of audiovisual media on the knowledge of adolescent sexual violence challenge respondents

Knowledge	Rank	n	Mean Rank	Z	P-Value
Posttest-pretest	Negatif Ranks	0 ^a	0.00	-6.125 ^b	0.000
	Positif Ranks	49 ^b	25.00		
	Ties	1 ^c			

Based on the results of Table 3 above, it can be concluded that none of the respondents showed a decrease in knowledge after the intervention (Negative Ranks = 0). In contrast, 49 respondents indicated increased knowledge after the intervention, with an average rating of 25.00 (Positive Ranks = 49). One respondent did not show a change in knowledge (Ties = 1). Wilcoxon's statistical test showed a Z-value of -6.125 with a p-value of 0.000, indicating that the knowledge improvement after the intervention was statistically significant.

DISCUSSION

The results of the study showed that the educational intervention of animated videos regarding sexual violence in adolescents was effective in increasing respondents' knowledge about Law No. 12 of 2022, namely the understanding of adolescent girls about non-physical and physical sexual violence. Before the intervention, the majority of respondents had low knowledge (80%), which showed that adolescents did not widely understand material on sexual violence. However, there was a significant improvement after the intervention, with 74% of respondents having good knowledge. This result indicates that suitable learning media, such as animated videos, can effectively increase adolescents' awareness and understanding of essential issues.

Animated videos are increasingly recognized as an effective educational tool, especially in raising awareness among adolescents about critical issues such as sexual violence against adolescent girls. A study shows that animated videos are effective in increasing the knowledge and attitudes of high school students regarding the prevention of sexual violence. Compared to traditional methods such as PowerPoint, animated videos can attract students' attention and improve their understanding, significantly increasing their knowledge and attitude toward sensitive topics.^{19,20} In summary, animated videos serve as a powerful educational tool to raise awareness, understanding and motivation about essential issues such as sexual violence against adolescent girls. Their ability to engage, simplify complex topics, and adapt to audience needs makes them an invaluable resource in an Educational setting.^{21,22}

The age distribution of respondents, the majority of whom were 16 years old (68%), was also an essential factor in the effectiveness of the intervention. At the age of 16, adolescents are in a phase of cognitive development that allows them to understand more complex concepts, including the issue of sexual violence. This result aligns with Piaget's theory of cognitive development, which states that by adolescence, individuals are already in a formal operational stage where they can think logically.^{23,24} Thus, delivering material through animated videos becomes more accessible for this age group to accept and understand.

A significant increase in knowledge after the intervention can also be seen from the results of the Wilcoxon statistical test, which showed a Z value of -6.125 and a p of 0.000. This result means that the changes are coincidental and result from the interventions. The absence of respondents who experienced a decrease in knowledge (Negative Ranks = 0) confirmed that the intervention with animated videos effectively increased knowledge and maintained the knowledge that the respondents already had before the intervention. A study on using animated videos in teaching found that the subject's post-test performance improved when animated videos were used as instructional aids compared to traditional methods such as PowerPoint presentations.²⁵ A systematic review of the effectiveness of video animation as an information tool found that animation shows evidence of increasing knowledge, especially when compared to other formats such as print materials, verbal consultations, or static images.²⁶ This result indicates that animated videos can effectively convey complex information. Overall, this study shows that educational interventions through animated videos are very effective in increasing adolescents' knowledge about sexual violence. These results support audiovisual media as an educational tool that can be widely applied in school settings to raise awareness and knowledge about critical health and social issues.

Law No. 12 of 2022 in Indonesia aims to increase adolescents' awareness and knowledge about sexual violence. By educating adolescents about the different forms of sexual violence, the law seeks to equip them to recognize and prevent such acts.²⁷ Education is critical to behavior change, encouraging adolescents to adopt safer attitudes, such as understanding consent, recognizing signs of abuse, and knowing how to report incidents.²⁸ The law also emphasizes victims' rights, empowering them to speak out against sexual violence. The implementation of the law involves coordination and monitoring by central and local law enforcement agencies, ensuring that the message of sexual violence prevention is communicated consistently. The use of educational tools such as animated videos is effective in teaching adolescents about sexual violence.^{29,30} This law No. 12 of 2022 must be communicated to all pertinent parties for it to be effective, and technical instructions and regulations must be put into place immediately. In summary, Law No. 12 of 2022 aims to change the attitudes and behaviors of adolescents by increasing their knowledge of sexual violence creating a safer environment for women.

The weaknesses and limitations of the results of this study need to be considered to provide a more comprehensive picture of the validity and generalization of the findings. First, the study only involved 50 respondents from a single school, so the results may not be generalized to a broader population, especially adolescents in other regions with different social, economic, and cultural backgrounds. Second, the measurement methods used in this study are only limited to knowledge tests through pretest and post-test, which may not fully reflect the respondents' understanding or long-term behavioral changes towards sexual violence. Third, interventions carried out in animated videos may have different impacts depending on individual preferences and the learning style of each respondent. Fourth, this study did not identify whether other external factors affected the post-test results. Finally, this study uses a quantitative research design and does not include qualitative methods to deeply explore the respondents' perception, understanding, and experience of the material provided. Thus, richer insights into how respondents understand and respond to animated video interventions may not be fully revealed. A qualitative approach in follow-up research can provide a more holistic picture of the effectiveness of these interventions.

CONCLUSION

This study shows that educational interventions using animated videos are effective in increasing adolescents' knowledge about sexual violence. Before the intervention, most of the respondents had low knowledge. Still, after being educated through animated videos, there was a significant increase, with the majority of respondents showing an increase in knowledge in a better category. The statistical test results also corroborate this statistically significant change, suggesting

that audiovisual educational media such as animated videos can effectively improve adolescents' understanding of important issues.

Based on these results, it is recommended that similar educational interventions be applied more widely in school settings, especially for sensitive topics that require an in-depth understanding, such as sexual violence. However, given the limitations of this study, follow-up studies with larger samples and more diverse methods, including qualitative approaches, need to be conducted to ensure the generalization of findings and understand the long-term impact of the intervention. In addition, developing educational materials tailored to individual learning styles and preferences is also essential to ensure higher effectiveness in various groups of students.

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