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Development of Siap Antisipasi (SIANTI) to Improve Assertive Behavior in Preventing Physical Sexual Harassment in Junior High School Students

(Pengembangan Siap Antisipasi (SIANTI) untuk Meningkatkan Perilaku Asertif dalam Mencegah Physical Sexual Harassment pada Siswa Sekolah Menengah Pertama)

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Abstract: This research and development aims to develop a product called Siap Antisipasi (SIANTI) to improve assertive behavior in preventing physical sexual harassment in junior high school students by meeting product acceptance. SIANTI's products include three educational videos with a video duration of three minutes each and a guidebook for school counselors in providing classical guidance services. The research method by adapting Borg and Gall model. This research and development procedure includes preliminary studies, product design and development as well as product testing of material experts, media experts and users. The research and development subjects consisted of one material expert, one media expert and two users. Assessment of expert and users to determine product acceptance uses a rating scale based on aspects of accuracy, usability, convenience and product attractiveness. The research instrument uses an expert and prospective user assessment format. The results of the expert test were analyzed using the numerical average, the results of the users were tested using the inter-rater agreement. The overall test results show that the SIANTI product gets a very high rating category and meets product acceptance so that it can be implemented as a medium for school counselors in providing classical guidance services to improve students' assertive behavior to prevent physical sexual harassment.

Keywords: educational videos; assertive behavior; physical sexual harassment

Abstrak: Penelitian dan pengembangan ini bertujuan untuk mengembangkan Siap Antisipasi (SIANTI) untuk meningkatkan perilaku asertif dalam mencegah *physical sexual harassment* pada siswa sekolah menengah pertama dengan memenuhi keberterimaan produk. Produk SIANTI meliputi tiga video edukasi dengan durasi masing-masing video tiga menit dan buku panduan untuk konselor sekolah dalam memberikan layanan bimbingan klasikal. Metode penelitian yang digunakan adalah metode penelitian dan pengembangan model Borg dan Gall yang telah diadaptasi. Prosedur penelitian dan pengembangan ini meliputi studi pendahuluan, rancangan dan pengembangan produk serta uji produk terhadap ahli materi, ahli media dan calon pengguna. Subjek penelitian dan pengembangan terdiri dari satu ahli materi, satu ahli media dan dua calon pengguna. Penilaian uji ahli dan calon pengguna untuk mengetahui keberterimaan produk menggunakan skala penilaian yang berdasarkan pada aspek ketepatan, kegunaan, kemudahan dan kemenarikan produk. Instrumen penelitian menggunakan format penilaian ahli dan calon pengguna. Hasil uji ahli dianalisis menggunakan numerik rerata, hasil uji calon pengguna diuji menggunakan *inter-rater agreement*. Keseluruhan hasil uji menunjukkan bahwa SIANTI mendapatkan kategori penilaian sangat tinggi dan memenuhi keberterimaan produk sehingga dapat diimplementasikan sebagai media bagi konselor sekolah dalam memberikan layanan bimbingan klasikal untuk meningkatkan perilaku asertif siswa guna mencegah *physical sexual harassment*.

Kata kunci: video edukasi; perilaku asertif; *physical sexual harassment*

INTRODUCTION

Childhood is a time when children experience growth and development that will determine their future. There are several threats that follow a child's growth and development and are often underestimated. One such threat is physical sexual harassment. Physical sexual harassment is an act that has a sexual nuance or leads to the sexual part of the body in the form of physical contact and is carried out unilaterally (Komalasari, Fitri, & Fazny, 2017). The impact that arises from physical sexual harassment on the victim is shame, anger and offense (Banamtuan, 2019).

Ironically, incidents of sexual harassment occur from time to time and mostly occur in children under 18 years old or who are still students (Bahri, 2015; Pellegrini, 2002). Sari, Yasmansyah, and Utaminingsih (2014) found that junior high school students who were going through puberty were more likely to experience acts of sexual harassment. This is because when they experience harassment, teenagers tend to respond by grumbling or even being silent (Hurlock, 1980). Ginting (2019) mentioned that in a number of cases, victims did not easily speak up and choose to deal with sexual harassment in silence so as not to be the center of attention. If the child or adolescent victim of sexual harassment just grumbles and doesn't even want to talk, this will provide a great opportunity for the perpetrators of physical sexual harassment to repeat their actions.

Victims of sexual harassment are unable to express what they feel and what to express (Tjaden & Thoennes, 2006). Several studies also show that lack of assertiveness is one of the factors that women become victims of sexual harassment, and one of the efforts to prevent or reduce the risk of becoming victims of sexual harassment is to behave assertively (Morgan, 2018). Assertive behavior is behavior in which a person is able to express thoughts, feelings, needs or rights directly and honestly without delay (Corey, 2012). Thus, assertive behavior is needed in order to avoid the emergence of tension due to holding back and keeping something that you want to say.

Students aged 13-18 years, need to learn how to behave assertively (Hadi, 2015). As stated in the Competency Standards for Student Self-Reliance (*SKKPD*) in Indonesia, one of the aspects of adolescent development that must be met is the aspect of emotional maturity and intellectual maturity. In an effort to prevent physical sexual harassment, both of these aspects need to be possessed by teenagers because preventing physical sexual harassment requires the right decision-making skills and one of them is by behaving assertively. When teenagers can behave assertively, they will be able to express their feelings in a straightforward manner, not only by grumbling or even refusing to talk.

School counselors need to provide information or education through guidance services regarding the importance of assertive behavior to prevent physical sexual harassment from students. The higher the knowledge or information obtained regarding harassment, the risk of sexual harassment will decrease (Ulfaningrum, Fitriyarsi, & Mar'ah, 2021). Based on interviews conducted with school counselors at State Junior High School 15 Malang Indonesia, school counselors, especially seventh grade counselors have never provided guidance services related to sexual harassment and its prevention to students. Education regarding the prevention of harassment is considered very important, especially considering the low level of assertive behavior of seventh graders. The low assertive behavior of students is seen during learning activities, such as: students tend to be passive, quiet, shy to express ideas, thoughts and opinions.

One of the research results shows that classical guidance services are one of the right and effective solutions to provide sex education to students (Rahayu & Susilaningsih, 2018). Implementation of guidance services can be presented with the use of media to make it more interesting and easily understood by students. Video media is able to display symbolic models as an effort to provide examples to facilitate changes in student behavior, especially assertive behavior. This opinion is reinforced by Brown (2018) who argue that modeling is a powerful technique for teaching new behaviors to those who may not have clues about how to behave, relate, or communicate differently than they do now. Rasit et al. (2015) also states that by learning through observation (through films), individuals are able to think about and evaluate a behavior that they want to learn and imitate through the process of paying attention, remembering, imitating and motivating.

Handayani (2017) has conducted research and development related to a group discussion guide on acts of sexual harassment for junior high school students which is intended for counselors as a guidebook in providing guidance services to students. This research provides suggestions for further development and research aimed at school counselors providing guidance services using audio-visual media. Besides that, Dwiputri and Hanim (2020) also developed a guide that focuses on digital media in the form of comics regarding catcalling sexual harassment. The material contained in the media only focuses on explanations of sexual harassment in the form of catcalling with a focus on prevention in the form of how to look, starting from clothes and body posture. Referring to previous research, it is necessary to develop audio-visual media so that it can influence students' assertive behavior to prevent physical sexual harassment. In line with research by Kornikova, Sofah, and Harlina (2020) which shows that classical guidance using audio-visual media has a significant effect on the assertive behavior of junior high school students.

Referring to preliminary study data, phenomena related to physical sexual harassment against children or adolescents as well as previous research, this research and development aims to develop a product called *Siap Antisipasi* (Ready to Anticipate) which can be used by school counselors as a medium to increase assertive behavior in preventing physical sexual harassment in junior high school students according to the product acceptance criteria. In the *Siap Antisipasi* (SIANTI) product, there are two products, namely a video and a guide book. Three videos are used as a medium for school counselors to facilitate the improvement of students' assertive behavior in preventing physical sexual harassment and a guidebook as a guide for school counselors in providing classical guidance services using SIANTI.

METHOD

This study uses the Borg & Gall research and development method which has been adapted to suit the needs of researchers into: (1) Research and information collecting, researchers review literature studies related to assertive behavior and physical sexual harassment and conduct a need assessment with a school counselor which aims to collect data related to the prevention of physical sexual harassment. (2) Planning, determining the objectives of SIANTI's development, designing product designs and product materials. (3) Develop preliminary form of product, develop SIANTI, both videos and guidebooks for school counselors based on product designs. (4) Preliminary field testing, conducting product acceptance tests from material experts, media experts and users. (5) Main product revision & final product, make revisions based on expert validation and users.

The research and development subjects consisted of one guidance and counseling material expert, one media expert and two users (school counselors). The instrument used is a rating scale to determine product acceptability consisting of aspects of accuracy, usability, convenience and attractiveness of SIANTI. Expert validation criteria for prospective users, namely two school counselors are determined from the table of test analysis validity criteria according to Akbar and Sriwiyana (2020) with the provisions of the index 0.76-1.00 to get a very precise classification, very useful, very easy and very interesting so that it is not revised. There are two data analysis techniques to determine product acceptability, namely the average numerical data analysis technique used on the results of the material and media expert test and the inter-rater agreement data analysis technique used on the test results of users (school counselors).

RESULTS

SIANTI's product development resulted in three educational videos and a guidebook for school counselors. The SIANTI video product uses a motion graphic video type with a duration of three minutes for each video. The three videos have a different focus on assertive behavior to prevent physical sexual harassment. SIANTI first video with the title "Physical Sexual Harassment vs. Assertive Behavior" contains content about some data or experiences of victims of physical sexual harassment who do not behave assertively when responding to perpetrators of harassment. Each victim will tell the incident of

physical sexual harassment experienced, the response or action that the victim made to the perpetrator and the impact experienced by the victim. This video will provide students with an understanding of examples of assertive behavior that can be taken to fight and prevent abusers. Aspects of assertive behavior that are focused on in this video are compliance; able to fight the perpetrator by saying stop and the duration of the reply; able to express feelings without procrastination.

SIANTI second video is entitled “STOP! Don’t Touch Me” contains a song that tells about areas of a person’s body that should not be touched by other people. This video also shows how assertive behavior can be shown by the victim to the perpetrator. Aspects of assertive behavior that are focused on in this video are loudness; able to speak in a clear voice and non-verbal behavior; able to look into the eyes of the perpetrator, adjust the expression and position the body. In addition, this video provides an understanding to students that anyone can be a perpetrator of physical sexual harassment, including a known person, namely the teacher.

The SIANTI third video with the title “Rise Against Physical Sexual Harassment” contains incidents of physical sexual harassment on public transportation. This video provides students with an understanding of how to prevent the perpetrator by behaving assertively but the victim is afraid to fight or prevent the perpetrator directly. Assertive behavior that is focused on in this video is request for new behavior; able to ask for help from people around to prevent physical sexual harassment. This aspect of assertive behavior is intended so that students can have other solutions when they do not dare to fight the victim directly but can fight or stop the perpetrator by asking for help from others.

The second product developed in this research is a guide book for school counselors using 150 gram art paper with A4 size. The manual has 40 pages consisting of several chapters. Chapter I contains an introduction that explains the background, goals and objectives of the user. Chapter II contains an explanation of the SIANTI product. Chapter III contains material on assertive behavior and physical sexual harassment. Chapter IV contains instructions for using the product in general and in particular. Chapter V contains the Service Implementation Plan for Guidance and Counseling (*RPLBK*) at each meeting. The last section contains cover and developer profile.

The results of the assessment from the material expert test, the accuracy aspect of the product gets a validity index of 0.98 for 15 statement items, the usability aspect gets 1.00 for 12 statement items, the convenience aspect is 1.00 for 12 statement items and the attractiveness aspect gets a rating of 1.00 for 15 statement items. From the results of the material test, it shows that the four aspects of SIANTI’s products are considered very appropriate, very useful, very easy and very interesting to apply because the assessment index is in the range of 0.76–1.00. The descriptive data obtained from the material expert test are: (1) The use of techniques in *RPLBK* will be more appropriate if using educational cinema techniques because the media used is in the form of videos. (2) The product is considered very appropriate to provide information and influence students to be able to behave assertively.

In the assessment of the media expert test, the product received an assessment index of 1.00 for 21 statement items on the aspect of accuracy. In the usability aspect, the product obtained an assessment index of 1.00 for 13 statement items. The convenience aspect of the product gets an assessment index of 0.98 for 14 statement items and the attractiveness aspect gets an assessment of 1.00 for 15 statement items. From the media expert test, the results of the four aspects show that SIANTI’s product development has a high acceptance. That is very precise, very useful, very easy and very interesting to apply because the assessment index is in the range of 0.76–1.00. Descriptive data obtained that in general the product is good and feasible to be implemented. Based on the assessment obtained from the results of the media expert test, there is no revision of the SIANTI product and can be continued at the stage of the prospective user test which is carried out on two school counselors.

The user test was conducted on two school counselors who had met the research criteria. The test results show an index of 1 to 128 statement items which can be interpreted that the assessment is in the very high category, namely very precise, very useful, very easy and very interesting. Descriptive data obtained from school counselor 1, namely; Educational videos are easy to understand, very interesting

and the language used is easy to digest and can create an assertive feeling. Meanwhile, school counselor 2 state that in general the product was good and feasible to be implemented. The advice given by the counselor 2 on the product regarding timeliness is that if the time given to students is only 1x40 minutes, it is considered insufficient because the material provided is quite interesting to be given to students. In this case, the researcher views that the design time duration in the development of this product is in accordance with the time allocation for providing guidance and counseling services in junior high schools, namely in one meeting for 40 minutes. Based on the assessment obtained, the SIANTI product has no revisions and has become a final product and can be implemented.

DISCUSSION

Efforts to prevent the phenomenon of physical sexual harassment to children or adolescents which are increasingly emerging require the role of school counselors to provide information or education through guidance and counseling services regarding the prevention of physical sexual harassment to students. This is in line with the research results by Prihastyanti and Sawitri (2020) which states that teachers play an important role in the prevention and identification of sexual harassment. One way is to provide support through direct guidance or teaching. The existence of guidance services is a solution given to students to assist students in achieving optimal development (Santoso, 2013). As stated in the Student Self-Reliance Competency Standards (*SKKPD*), one of the aspects of adolescent development that must be met is the aspect of emotional maturity and intellectual maturity. These two aspects are needed by teenagers to prevent acts of physical sexual harassment, because emotional and intellectual maturity increases the ability to make the right decisions and one of them is by behaving assertively.

The development of assertive behavior is influenced by various environmental factors, such as: family, school and peers. The environment contributes to the development of individual behavior from an early age, and the most important is the family environment. Regarding assertiveness and family, Rakos (1991) explained that the family influences the level of individual assertiveness through the attitudes and behavior of parents or the community environment towards this behavior. Individual assertiveness is the result of modeling the behavior of adults or parents who give their children the freedom to express themselves. This will encourage children to develop assertive behavior. In order to facilitate the improvement of students' assertive behavior or understand the influence of students' cultural background on assertive behavior, school counselors need to have cultural skills (Setiyowati, Pali, Wiyono, & Triyono, 2019).

SIANTI is a product in the form of an educational video consisting of three videos developed for school counselors in providing classical guidance services to improve assertive behavior in preventing physical sexual harassment in junior high school students. SIANTI videos are developed as attractively as possible by using animated videos so that students can be motivated to increase their understanding of the importance of assertive behavior in preventing physical sexual harassment. Yahya et al. (2015) stated that the use of video in the form of animation in learning in junior high school would be more effective. In addition, several studies have shown that animated videos are more effectively used to increase knowledge and show a significant improvement (Aisah, Ismail, & Margawati, 2021; Herron, Powers, Mullen, & Burkhart, 2019). The existence of varied and innovative video media will facilitate the potential for student development and have an impact on students' absorption of the material provided (Triyono & Febriani, 2018).

The selection of video as a medium to increase assertive behavior also aims for students to see models, namely some victims of physical sexual harassment who behave assertively to prevent harassment. According to Hidayah (2017) developing an assertive attitude with symbolic modeling techniques of behavior through videos, cinema, slide recordings and photos can help school counselors in providing services. By observing the behavior of others through the media in the form of visuals, thoughts and attitudes, an individual can change and bring up new behavior. In this case, when students watch the SIANTI video, they can imitate the assertive behavior that appears on the video to be used to prevent physical sexual harassment.

SIANTI's educational video contains material related to which body parts are often the targets of abusers. Similar to Widyastuti, Rahmawati, and Purnamaningrum (2009), one of the ways to prevent harassment is to introduce sensitive body parts. However, the introduction of limbs alone will have little chance of success if it is not accompanied by other efforts. Therefore, the video on SIANTI also contains prevention of physical sexual harassment by acting assertively. The three videos in SIANTI focus on different aspects of assertive behavior, namely: compliance, duration of reply, loudness, request for new behavior, affect, and non-verbal behavior (Rakos, 1991). Assertive behavior such as resisting, stopping the perpetrator's actions or asking for help from others and reporting to the authorities will be more effective in preventing sexual harassment perpetrators (White & Koss, 1993).

In addition to educational videos, the researchers also developed a guide book. The manual aims to make it easier for school counselors to provide classical guidance services in accordance with the guidelines (Anggraini & Wiyono, 2020). The application of guidance services with classical settings is aimed at all students because classical guidance services are preventive in nature (Supriyo, 2010). This will help all students gain knowledge and understanding regarding prevention in order to avoid acts of physical sexual harassment. Research result shows that the use of audio-visual media in classical guidance services is able to have a significant influence on the assertive behavior of junior high school students (Kornikova et al., 2020).

Based on the results of the assessment obtained from expert tests, SIANTI products obtained high product acceptance, namely very precise, very useful, very easy and very interesting. The results of the assessment of the material and media expert test assessment instruments obtained a very precise, very useful, very easy and very interesting validity classification with a description of no product revision. The descriptive data obtained from the material expert test, namely the video used is very appropriate to inform and influence students in assertive behavior. In line with research results by Rusman and Riyana (2011) which states that video media can give a deep impression to students and can influence student behavior. This is in line with the goal of developing the SIANTI video, which is to increase students' assertive behavior to prevent physical sexual harassment.

One of the advantages of SIANTI videos lies in the use of more realistic videos because they can be played back or stopped as needed (Rusman & Riyana, 2011). Videos that can be stopped and repeated in providing services to students can be used as material for discussion so that students can express their opinions about the experience of seeing or experiencing harassment and how to behave in dealing with physical sexual harassment. In addition, there are illustrated images in the SIANTI video that serve as supporters in clarifying the material and scenes, music and sound taken from real conditions, namely the story of victims of physical sexual harassment, thus the video can be a special attraction for students (Suryansah & Suwarjo, 2016). This is also in line with the research results by Supryadi, Jampel, and Riastini (2013) which states that video media is able to present examples or scenes that are physically impossible when demonstrated in class.

The rationale for the importance of developing the SIANTI video is reinforced by the findings of previous research by Smithikrai (2016) which states that teaching using films is effective for promoting positive character and behavior. This finding demonstrates the significant benefit of films in that they offer both affective and cognitive experiences. In addition, the dialogue, camera angles, music, lighting, and sound effects of a film synergistically encourage the viewer to be in the situation the film describes. Thus, the audience tends to be influenced by the behavior depicted in the film. The impact is that audiences leave the film with new ideas about values and behaviors that need to be developed and strengthened. Previous research by Nam, Cha, and Sung (2019) also indicated that the use of cinema is able to encourage students to express emotions that they are usually unable to express. In addition, through learning using cinema, students can discover the true character and new aspects of fellow students, forming intimacy, which leads to a sense of belonging and connectedness. Likewise, in the development of the SIANTI video, it is hoped that after watching the video, students get new values whose values will encourage them to develop and demonstrate assertive behavior so as to prevent the potential for physical sexual harassment.

CONCLUSION

The present study developed SIANTI product in the form of educational videos and guidebooks as a medium for school counselors in providing classical guidance services to improve assertive behavior in order to prevent physical sexual harassment in junior high school students who have met the product acceptance criteria in terms of accuracy, usability, convenience and product attractiveness. The product has high acceptance so that the product can be used or implemented as a medium for school counselors in providing classical guidance services to junior high school students. In using the product, school counselors are expected to have sufficient knowledge regarding sexual harassment, especially in the physical form before providing guidance services to students. This is because the SIANTI is only a supporting media in displaying material and presenting pictures and illustrations of preventing physical sexual harassment by behaving in an assertive manner. In further research, there are limitations to research and product development related to female characters in videos, so it can be developed for male characters as victims of physical sexual harassment and the findings of this study can be used as a reference to test the effectiveness of SIANTI to increase assertive behavior in preventing physical sexual harassment of junior high school students.

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