

Storybook as a Preventive Measure Against the "Sexual Harassment" of Children in the Elementary School

Ririanti Rachmayanie Jamain¹, Hendro Yulius Suryo Putro², Hairunisa³, Tiara Ariliani⁴
^{1,2,3,4}Lambung Mangkurat University, Banjarmasin, Indonesia

*e-mail: ¹ririanti.bk@ulm.ac.id, ²hendro.putro@ulm.ac.id, ³2110123320004@mhs.ulm.ac.id,
⁴2110123120002@mhs.ulm.ac.id

Article Information

Received: September 19, 2023
Revised: October 17, 2023
Accepted: November 04, 2023
Online: December 01, 2023

Keywords

*Storybooks,
Prevention,
Sexual Harassment*

ABSTRACT

The three great sins of education, bullying, sexual violence and intolerance - still occur in schools. Cases of sexual harassment were found to occur in primary schools. Guidance and counseling are considered the most important parts in this case, where class teachers implement counseling services in primary schools. Sex education can be provided through interesting media. This research aims to produce a learning medium: a storybook about sexual harassment. This research method uses the ASSURE research and development model (Analyze learners, State objectives, select methods, media and materials, utilize media and materials, require learner participation, Evaluate and revise). The research was conducted on students of Grade VI of SDN Sungai Miai 7 Banjarmasin. Material experts, media experts and students as users validated the storybook media. The results showed that the storybook materials met the criteria of being very feasible regarding media and materials and that students' understanding of sexual harassment increased after reading the storybook.

INTRODUCTION

School is the second environment for individuals after the family. It is in line with what was revealed (Hasbullah, 2017) that the main educational environment after the family is the school environment, where children are educated to grow and develop and can fulfill their developmental tasks. Thus, it is fitting that the school environment provides comfort and security for each individual to grow through each development period. But now, the school environment is no longer a safe and comfortable place for students who are studying due to sexual harassment cases that also occur in the school environment (Allnock & Atkinson, 2019). Sexual harassment, so far, generally occurs in social environments in the community that can occur in the public sphere, such as on the street, office, school and others, and can even occur in private areas such as homes.

According to the World Health Organization (WHO, 2021), sexual harassment is a type of sexual violence that is a worldwide problem. Sexual harassment, in general, is defined as behavior involving unwanted and inappropriate sexual comments or sexually suggestive physical advances in a professional or social setting (Fitzgerald, 1990). Sexual harassment is generally perpetrated by people known to the victim, such as friends, co-workers, teachers/lecturers, or leaders at work, in 'safe' places such as schools, colleges/universities, student residences, and workplaces. Some cases of sexual harassment are also carried out in public places (WHO, 2012).

To obtain preliminary data, the research team interviewed class VI homeroom teachers of SD Negeri Sungai Miai 7 Banjarmasin, where we looked for data starting from 3 major sins of education.

From the presentation of the homeroom teacher, it turns out that there are still three major sins of education at SDN Sungai Miai 7, the most frequent of which is bullying, but after Covid-19, after PTM was implemented 100%, other problems began to arise such as verbal and sexual violence via smartphone-based social media. The tendency of students to use abusive words is increasing for "slang" reasons and not to be considered a coup (less update). The use of new terms with other meanings is also rife, in the form of "code," which means harassment as if it is already plural. As a result of using smartphones and the internet without parental supervision, students use them for deviant things such as online dating to PAP pose "challenging" done by upperclassmen (class VI) to underclassmen (class V) by asking PAP vital body parts. PAP is an abbreviation derived from the English '*Post a Picture*,' a request to send photos to the interlocutor in conversations on social media.

Back to the problem above, the students felt "disturbed" and reported it to the teacher. From the results of the investigation, it was found that: 1) the perpetrator had known pornographic things since grade 3 via the internet and smartphone, 2) the perpetrator's association with friends in the home environment was dominated by older people (junior high and high school students), 3) the perpetrator several times sent adult content to his friends at school which he obtained from the internet and forward links from his friends around the house, 4) the perpetrator often performs physical and verbal acts of sexual harassment both with fellow students and female students, 5) The perpetrator has been "caught" twice by his mother while masturbating at home, 6) the number of students and female students who have been victims is more than ten people and has been carried out since grade 4 (before the covid pandemic) some immediately gave resistance and some were silent. The victims have been given psychological reinforcement that the school will take care of and provide protection to them from this.

The school has taken disciplinary action against the perpetrators in response to the recent misconduct and collaborated with parents. Proactive preventive measures include teacher training for counseling, partnering with the local health center for regular reproductive health counseling, organizing religious activities with scholars emphasizing self-protection, and implementing a strict ban on smartphones at school except under close supervision during specific moments. Additionally, an appeal has been made to parents to supervise their children's use of social media and smartphones at home. These comprehensive efforts aim to create a secure learning environment, address potential challenges, and foster the holistic development of students.

Based on the facts that occurred at SDN Sungai Miai 7, it indicate that there have been students who have experienced cases of *sexual harassment*. Children need to be given information or knowledge from an early age so that they know what behaviors are considered suggestive of sexual abuse activities, and teach children so that they are open and dare to tell what activities occur around them.

It is the initial action to detect the possibility of sexual behavior that people around the child may carry out. If sexual *harassment* cases are not immediately prevented and overcome, this will impact students' teaching and learning activities, growth, and development. States that if the problems experienced by individuals are not resolved immediately, it will cause negative feelings in the individual, such as feelings of failure, guilt, inadequacy, and feelings of inferiority ([Nurihsan & Joseph, 2009](#)).

A handling and prevention effort is needed from the school so that the increase can suppress this case by seeing the facts above. Guidance and Counseling is considered the most important part in this regard. Following Permendikbud 111 of 2014, the general purpose of Guidance and Counseling is to assist students/counselors to achieve maturity and independence in their lives and carry out their developmental tasks as a whole and optimally, both in the personal, social, learning and career fields (Regulation of the Minister of National Education on Internal Audit Units. From the above problems, teachers should need to deliver sex education materials that will be delivered to students to reduce the number of sexual abuse in children. According to a report by the United Nations Children's Fund (UNICEF) (2010), 1 in 10 girls in the world experience sexual abuse. In 2011, 6 out of 10 children worldwide, totaling 1 billion, were sexually abused between the ages of 2 and 14 ([Ministry of National Education, 2011](#); [Desrilla et al., 2019](#)).

Data obtained from the Indonesian Child Protection Commission shows that cases of ([KPAI, 2023](#)) *sexual harassment* have increased from year to year. Data in 2017, there were 711 cases of sexual violence. *Sexual harassment* in pubertal children can be prevented by providing an understanding of sex education. Sex education for children should be introduced from early childhood education and adjusted to the stage of child development; this is a preventive measure ([Valik et al., 2022](#)). Using storybooks as

teaching aids is one-way educators can spread effective sex education. Storybook comes from the English words story and book, which mean story and book, respectively. Storybooks are usually considered books written for children (Fields, 2008). According to Mitchell's definition in his book, a storybook is a book with interrelated images and text that work together to reveal a story ([Mitchell et al., 2003](#); [Tabrizi, 2023](#)).

A child's understanding and attitudes about sexual education are most likely influenced by age. The younger the child's age, it will allow children to understand more about sexual prevention attitudes ([Nurbaya et al., 2023](#)). In addition, the role of parents and the supervision and support of school principals and teachers are needed to instill education about sexual abuse in children to avoid sexual harassment ([Al-Zboon & Ahmad, 2016](#)). Lack of information or low knowledge of sexuality in children is one of the triggers of sexual abuse. The form of prevention needed to prevent sexual abuse can be started by providing sexual education or early understanding to children by teaching them how to behave towards unknown people and teaching which body parts should not be touched ([Margaretta & Kristyaningsih, 2021](#)).

Therefore, teachers should be able to convey good sex education, one of which is through storybooks as a learning medium. Storybook as a learning medium, where children use stories with interesting illustrations to instill morals in children. Interesting learning media such as storybooks with pictures and text will be easier for children to understand and understand. The learning media is a book packaged in the form of stories. Storybooks are expected to bring students more interest in learning the information contained in the story content. Looking at the case above, from the various efforts that schools have made to overcome *sexual harassment*, there has been no use of book media. The feasibility of developing a storybook media containing material on reproductive organ maturity and sex education is very interesting to discuss in this academic study. Based on the analysis of the above problems, the solution proposed to increase understanding of sexual harassment is that students can make anticipatory efforts through storybooks as a form of BK services in elementary schools. This research also involved experts in guidance and counseling, media and IT experts, and students. The benefits of this storybook media can be interactive learning media to provide educational services following the characteristics of the alpha generation in the digital era like today.

METHODS

The research was conducted on students of Grade VI of SDN Sungai Miai 7 Banjarmasin. This research is a storybook media development research using the ASSURE development model. ASSURE stands for "Analyzing Learners, State Standards, and Media/Methods; Selecting, Utilizing, and Requiring; Evaluate and Revise." It is an instructional design model designed to assist educators in planning and developing effective teaching by leveraging educational technology ([Robert et al., 2005](#)). The preparation of ASSURE-based storybook media is expected to increase students' understanding of sexual harassment as well as enable them to make preventive efforts to avoid sexual violence.

Based on the theoretical study of storybook media with the ASSURE development model, the development of this media has the following stages.

Table 1. ASSURE-Based Learning Module

Stages	Description
Analyze learners. State objectives.	Analyze student potential and problems. Determining Learning Objectives
Select methods, media and materials. Utilize media and materials.	Select and design methods, media and materials. Using media and materials
Require learner participation. Evaluate and revise.	Engaging Student Response Validation, Evaluation, Revision and Dissemination

The validity used in this study is content validity, which has two types: face validity and logical validity ([Johnson, 2021](#); [Pollock, 1967](#)). The content validity used in this study is logical validity, which involves two experts conducting logical or rational analysis (professional Judgement).

Quantitative statistics were used after the limited-scale module trial analysis results, namely the paired samples t-test. It is to see the significance of the difference between the scores of understanding sexual harassment before and after using storybook media. The paired samples t-test analysis used the SPSS version 24 program.

RESULTS AND DISCUSSION

The data from the storybook assessment was converted to a scale of 4. The media expert questionnaire consisted of 20 questions, the material expert questionnaire consisted of 21 statements and the usability test questionnaire, tested on 42 students, consisting of 11 questions:

Table 1. Media Expert Score interval

Score Interval	Category
> 61 to 80	Very Worthy
> 51 to 60	Worthy
> 41 to 50	Decent Enough
20 to 40	Not Feasible

Table 1 delineates the Media Expert Score Intervals with corresponding categorizations based on specific score ranges. If the score interval exceeds 80, it falls into the category of "Very Worthy." Scores ranging from 61 to 80 are classified as "Worthy," while intervals of 51 to 60 are labeled "Decent Enough." Conversely, if the score interval ranges from 20 to 40, the category assigned is "Not Feasible." This structured scoring system provides a clear and systematic approach to evaluating media expertise, facilitating a nuanced understanding of the assessment outcomes.

Table 2. Media Expert Assessment Results

Aspect	Validation Results
	Score
Screen Design Display	23
Ease of Use	15
Benefits	18
Graphics	13
Media Eligibility Score	69

Based on the findings presented in Table 1, it is observed that the storybook attains a maximum score of 80 and a minimum score of 20. The mean score across all media aspects in the storybook is 69 out of a possible 80 (86.25%), falling within the "very worthy" category. An examination of Table 1 reveals that the maximum score of 80 reflects a comprehensive assessment of the storybook from various aspects of the medium, with the highest achievable points. The wide-ranging assessment, encompassing a minimum score of 20, contributes to a nuanced evaluation. The calculated average score of 69 for the media aspect indicates that the storybook achieves approximately 86.25% of the maximum score. This percentage places the storybook in the "very worthy" category, signifying an outstanding quality in media attributes.

Table 3. Material Expert Score Interval

Score Interval	Category
> 65 to 84	Very Worthy
> 54 to 64	Worthy
> 43 to 53	Decent Enough
21 to 42	Not Feasible

Table 3 provides the Material Expert Score Intervals, and the corresponding categorizations are established based on specific score ranges. An interval falling within the range of greater than 64 is categorized as "Very Worthy." For scores between 54 and 64, the classification is "Worthy," while intervals of 43 to 53 are labeled as "Decent Enough." In contrast, if the score interval ranges from 21 to 42, the category assigned is "Not Feasible." This structured scoring system facilitates a clear and concise assessment of material expertise, allowing for a comprehensive understanding of the evaluation outcomes.

Table 4. Material Expert Assessment Results

Aspect	Validation Results
	Score
Content Eligibility	34
Language	20
Presentation	20
Material Eligibility Score	74

Based on the data presented in Table 4, it is evident that the storybook achieves a maximum score of 84 and a minimum score of 21. The average score across all material aspects of the storybook is 74 out of a possible 84 (88.10%), falling within the category of "very worthy." Furthermore, the analysis results in Table 3 indicate that the storybook attains a commendable rating in the material aspect, reaching the "very worthy" category. With a broad assessment scope, considering the maximum score of 84 and the minimum score of 21, the storybook undergoes a comprehensive evaluation encompassing various material aspects. The calculated average overall score of 74, equivalent to 88.10% of the maximum score, underscores the storybook's excellence and depth in addressing the issue of sexual harassment within its material substance.

Table 5. Usability Score Interval

Score Interval	Category
> 33 to 44	Very Worthy
> 28 to 32	Worthy
> 23 to 27	Decent Enough
11 to 22	Not Feasible

Table 5 presents the Usability Score Intervals, wherein the categorization is determined based on specific score ranges. If the score interval falls between 33 and 44, it is classified as "Very Worthy." Scores ranging from 28 to 32 are categorized as "Worthy," while intervals of 23 to 27 are deemed "Decent Enough." Conversely, if the score interval is within the range of 11 to 22, the category is labeled as "Not Feasible." This systematic scoring classification provides a clear and structured framework for assessing usability across different score ranges.

Table 6. Usability Score Interval

Aspect	Validation Results
	Score
Story Book Cover	7
Story Book Contents	18
Anatomy	15
Usability Score	40

Based on the data presented in Table 5, the maximum score is observed to be 44, while the minimum score is recorded at 11. The average score across all aspects of the material in the storybook is 40 out of a potential maximum score of 44 (90.34%), classifying it within the "very worthy" category. Table 5 offers a comprehensive overview of the evaluation of wearability aspects in storybooks as

perceived by the teaching staff. The storybook, with its range of assessment spanning from a minimum score of 11 to a maximum score of 44, consistently attains a commendable standing.

The comprehensive evaluation outcomes indicate that the storybook, designed as a preventive medium addressing sexual harassment in elementary school children, exhibits outstanding quality. This excellence is evident in the effective presentation of media elements and the substantial depth of the material. The success observed in both these facets underscores the significant strides made in counseling and educating children on this sensitive issue. The storybook's ability to deliver a message of prevention and awareness within the context of elementary education positions it as a valuable resource in fostering a safe and informed environment for young learners.

The positive achievement identified through this evaluation signifies a noteworthy contribution to the broader efforts aimed at creating awareness and preventing instances of sexual harassment among elementary school children. By providing an engaging and informative medium, the storybook emerges as an effective tool for counselors and educators seeking to address this sensitive issue with young learners. The synergy between media presentation and substantive material depth not only elevates the quality of the preventive message but also amplifies its potential impact on the targeted audience, emphasizing the importance of age-appropriate educational resources in shaping a secure learning environment.

DISCUSSION

School is the second environment for individuals after the family. It is in line with what was revealed ([Hasbullah, 2017](#)) that the most important educational environment after family is the school environment, where children are educated to grow, develop, and fulfill their developmental tasks. Thus, the school environment should provide comfort and security for each individual to grow through each stage of their development. However, currently, the school environment is no longer a safe and comfortable place for students who are studying due to sexual harassment cases that also occur in the school environment. Sexual harassment, so far, generally occurs in the social environment in society, which can occur in the public realm, such as on the street, office, school and others and can even occur in the private realm, such as at home.

In general, sexual harassment can be interpreted as actions and behaviors that are oriented toward or lead to things that have sexual connotations, such as jokes or vulgar "dirty" remarks, teasing actions, and certain gestures that lead to sexual activities both verbally and nonverbally ([Fatimah & Wirdanengsih, 2016](#)). Sexual harassment can be committed by anyone, anywhere, and at any time. Although, so far, sexual harassment often affects women as objects and victims, it does not exclude the possibility that men can also experience sexual harassment.

According to [Suyanto \(2010\)](#), sexual harassment is not always an act of rape or sexual violence. Forms of sexual harassment can vary from catcalling or greeting women on the street to looking at someone with eyes that seem to enjoy every curve of the body of the object being looked at, groping sensitive parts of a person's body, showing pornographic images, and so on ([Fazlalizadeh, 2020](#)).

According to [Barak \(2005\)](#), there are three categories of sexual harassment. First, gender harassment is sexual harassment in the form of verbal comments or behavior that demean the other gender (sexist). Second, unwanted sexual attention is a form of sexual harassment in the form of behavior that explicitly communicates sexual desire or attraction to other individuals, either through language or overtly exhibited behavior, such as staring at women's breasts or making verbal statements that explicitly or implicitly suggest or insinuate sexual activity. Third, sexual coercion, which is sexual harassment in the form of threats, coercing the victim in various ways so that the victim is willing to do what is desired by involving and putting physical or psychological pressure on a person to obtain sexual cooperation, such as unwanted physical touching, offering bribes to the victim in exchange for sex, or making threats to accept sexual cooperation.

Based on the many types of sexual violence mentioned above, the importance of sex education aims to provide preventive efforts for sexual violence to be instilled in children and students of elementary school age ([Rumble et al., 2020](#)). The role of parents and teachers in instilling religious and moral values and providing assistance in providing information and supervision in the association and use of digital platforms to students is also an effort that needs to be made by parents in preventing sexual

crimes (Russell et al., 2020). In addition, the government and schools need to play a role in developing a sex education curriculum in schools to provide a broader understanding of students related to sex itself so that it will minimize cases of sexual violence that occur in children (Nada, 2023). One of the preventive efforts that schools can make to support the provision of information about sexual education can be provided through storybook media.

In general, storybooks are defined as storybooks for children. In his book, Pasaka defines storybooks as books that display images and text with a close relationship where both complement each other in revealing a story (Pasaka et al., 2022). The use of illustrations in storybooks functions not only as text-decoration but also as a means of storytelling. Illustrations can enhance children's comprehension skills, attract attention, increase children's love for books, promote children's reading skills, preserve cultural and historical identity, and develop children's cognitive skills (Al-Hiinai, 2021)

The students' response after receiving the Storybook media can be seen in their participation in service activities in the school. The students showed a very positive response. They look very enthusiastic and interested in following the story presented. The services provided in counseling and guidance also consist of preventive (prevention) and curative (alleviation) services, which means that counseling and guidance is very instrumental in overcoming the problem of sexual violence that occurs at the elementary level, where classroom teachers implement counseling services in elementary schools (Schneider & Hirsch, 2020).

For this reason, the role of teachers at school in assisting elementary school children in carrying out their developmental tasks is one of choosing interesting learning media, namely the delivery of educational sex through the book or storybook media. Learning media can be used to convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning.

CONCLUSION

Based on the results of the research on storybook media development as a preventive measure for "sexual harassment" in elementary school children, it can be concluded as follows: The sexual harassment material compiled in the storybook has met the criteria for feasibility of use in terms of media and material and students' understanding of sexual harassment increased after reading the storybook.

Funding and Conflicts of Interest

The authors declare no funding and conflicts of interest for this research.

REFERENCES

- Al-Hiinai, S. N. (2021). What is the Importance and Impact of Illustrations in Children's Books? *An Investigation into Children's Responses to Illustrations. Arab Journal for Scientific Publishing*, 92–118.
[https://www.ajsp.net/research/What is the Importance and Impact of Illustrations in Children's Books.pdf](https://www.ajsp.net/research/What%20is%20the%20Importance%20and%20Impact%20of%20Illustrations%20in%20Children's%20Books.pdf)
- Al-Zboon, E., & Ahmad, J. (2016). Pre-service special education teachers' professionalism and preparation in terms of child sexual abuse. *European Journal of Special Needs Education*, 31(1), 13-26. <https://doi.org/10.1080/08856257.2015.1087126>
- Allnock, D., & Atkinson, R. (2019). 'Snitches get stitches': School-specific barriers to victim disclosure and peer reporting of sexual harm committed by young people in school contexts. *Child Abuse & Neglect*, 89, 7-17. <https://doi.org/10.1016/j.chiabu.2018.12.025>
- Barak, A. (2005). Sexual Harassment on the Internet. *Social Science Computer Review*, 23(1), 77–92. <https://doi.org/10.1177/0894439304271540>
- Desrilla, W., Hamid, A., & Priwahyuni, Y. (2019). Efektivitas Pendidikan Seks dengan Peer Education terhadap Pengetahuan Remaja Putri Tentang Sexual Harrasment. *Al-Asalmiya Nursing: Jurnal Ilmu Keperawatan (Journal of Nursing Sciences)*, 8(2), 96-100. <https://doi.org/10.35328/keperawatan.v8i2.183>

- Fatimah, S., & Wirdanengsih. (2016). *Gender dan Pendidikan Multikultural*. Kencana.
http://repository.unp.ac.id/37443/1/SITI_FATIMAH_GENDER_PENDDIKAN_MULTIKULTURAL.AL.pdf
- Fazlalizadeh, T. (2020). *Stop Telling Women to Smile: Stories of Street Harassment and how We're Taking Back Our Power*. Hachette UK.
<https://www.google.com/books?hl=id&lr=&id=GnuRDwAAQBAJ&oi=fnd&pg=PT7&dq=sexual+harassment+can+vary+from+catcalling+or+greeting+women+on+the+street+to+looking+at+someone+with+eyes+that+seem+to+enjoy+every+curve+of+the+body+of+the+object+being+looked+at&ots=eFG1B726Lh&sig=GJCKguTTKxMBuik-muNnnNn9zvY>
- Fields, J. (2008). *Risky lessons: Sex Education and Social Inequality*. Rutgers University Press.
https://www.google.com/books?hl=id&lr=&id=ue7cZs-kz3IC&oi=fnd&pg=PR7&dq=The+use+of+storybooks+as+teaching+aids+is+one+way+educators+can+spread+effective+sex+education.&ots=PUAf3QPgZp&sig=P2tMQMknwX2lfTan1_ljoblBt5w
- Fitzgerald, L. F. (1990). Sexual harassment: The Definition and Measurement of a Construct. *Ivory power: Sexual harassment on campus*, 21(22), 24-30.
<https://www.google.com/books?hl=id&lr=&id=PQfbumfZfu8C&oi=fnd&pg=PA21&dq=Sexual+harassment,+in+general,+is+defined+as+behavior+involving+unwanted+and+inappropriate+sexual+comments+or+sexually+suggestive+physical+advances+in+a+professional+or+social+setting&ots=aCNWjf7Iv2&sig=Rlejxel5oMO0vevPgb3r9IOL0jo>
- Hasbullah, H. (2017). *Dasar-Dasar Ilmu Pendidikan Edisi revisi*. Rajawali Pers.
<https://www.rajagrafindo.co.id/produk/dasar-dasar-ilmu-pendidikan/>
- Johnson, E. (2021). Face validity. In *Encyclopedia of autism spectrum disorders* (pp. 1957-1957). Cham: Springer International Publishing. https://link.springer.com/content/pdf/10.1007/978-3-319-91280-6_308.pdf
- KPAI. (2023, March 24). *Tahun 2017, KPAI Temukan 116 Kasus Kekerasan Seksual Terhadap Anak*.
<https://www.kpai.go.id/publikasi/tahun-2017-kpai-temukan-116-kasus-kekerasan-seksual-terhadap-anak>
- Margaretta, S. S., & Kristyaningsih, P. (2021, August). Efektifitas Edukasi Seksual Terhadap Pengetahuan Seksualitas dan Cara Pencegahan Kekerasan Seksual pada Anak Usia Sekolah. In *Prosiding Seminar Hasil Penelitian 2020*.
<https://www.prosidingonline.iik.ac.id/index.php/PSHP/article/view/147/139>
- Mitchell, D., Waterbury, P., Casement, R. (2003). *Children's Literature an Invitation to the World*. USA: Pearson Education Inc.
https://books.google.com/books/about/Children_s_Literature.html?id=1J8LAQAAMAAJ
- Nada, R. K. (2023). Anak dan Kejahatan Seksual: Seks Edukasi sebagai Usaha Preventif Kekerasan Seksual pada Anak Sekolah Dasar di Era Digital. *As-Sibyan*, 6(1), 31-41.
https://doi.org/10.52484/as_sibyan.v6i1.408
- Nurbaya, N. (2023). Effectiveness of Reproductive Health Education Through Video Learning Multimedia on Changes in Attitudes About Prevention of Student Sexual Harassment. *Advances in Healthcare Research*, 1(1), 27-36.
<https://doi.org/10.60079/ahr.v1i1.54>
- Nurihsan, J., & Yusuf, S. (2009). *Landasan Bimbingan & Konseling*. Bandung. PT Remaja Rosdakarya.
<https://opac.perpusnas.go.id/DetailOpac.aspx?id=570046>
- Pasaka, J. T., Julianto, I. N. L., & Artha, I. G. A. I. B. (2022). Perancangan Storybook Digital Sebagai Media Pembelajaran Anak Berbentuk Game Edukasi. *Amarasi: Jurnal Desain Komunikasi Visual*, 3(02), 214-226. <https://doi.org/10.59997/amarasi.v3i02.1682>
- Permendiknas. (2011). *Peraturan Mendiknas tentang Satuan Pengawasan Internal (Permendiknas Nomor 47 tahun 2011)*. Jakarta: Penulis. <https://spi.um.ac.id/wp-content/uploads/2012/02/Permendiknas-Nomor-47-Tahun-2011-SPI.pdf>
- Pollock, J. L. (1967). Logical Validity in Modal Logic. *The Monist*, 128-135.
<https://www.jstor.org/stable/27902019>
- Rumble, L., Febrianto, R. F., Larasati, M. N., Hamilton, C., Mathews, B., & Dunne, M. P. (2020). Childhood sexual violence in Indonesia: a systematic review. *Trauma, violence, & abuse*, 21(2), 284-299.

<https://www.academia.edu/download/66934499/5f86f4f6af5503834f3ef7cd8fafa0418a88.pdf>

- Russell, D., Higgins, D., & Posso, A. (2020). Preventing child sexual abuse: A systematic review of interventions and their efficacy in developing countries. *Child abuse & neglect*, 102, 104395. <https://doi.org/10.1016/j.chiabu.2020.104395>
- Robert, H., Molenda, M., Russell, J. D., & Smaldino, S. E. (2005). *Instructional Media and Technologies for Learning*. New Jersey: Pearson Education. <https://www.amazon.com/Instructional-Media-Technologies-Learning-7th/dp/0130305367>
- Schneider, M., & Hirsch, J. S. (2020). Comprehensive sexuality education as a primary prevention strategy for sexual violence perpetration. *Trauma, Violence, & Abuse*, 21(3), 439-455. <https://doi.org/10.1177/1524838018772855>
- Suyanto, B. (2010). *Masalah Sosial Anak*. Kencana. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=19310>
- Tabrīzī, Y. al-Madani. (2003). *Pendidikan Seks untuk Anak dalam Islam: Panduan Bagi Orang Tua, Guru, Ulama, dan Kalangan Lainnya*. Zahra Publishing House. <https://www.google.co.id/search?tbo=p&tbm=bks&q=inauthor:%22Y%C5%ABsuf+al-Madan%C4%AB+Tabr%C4%ABz%C4%AB%22>
- Valik, A., Holmqvist Gattario, K., Lunde, C., & Skoog, T. (2022). PSH-C: A measure of peer sexual harassment among children. *Journal of Social Issues*. <https://doi.org/10.1111/josi.12517>
- World Health Organization. (2012). Understanding and addressing violence against women. https://apps.who.int/iris/bitstream/handle/10665/77434/WHO_RHR_12.37_eng.pdf;sequence=1
- World Health Organization. (2021). *Violence Against Women – Intimate Partner and Sexual Violence Against Women*. Geneva: World Health. <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>