



# The Validation and Response of Children Toward the Miko Mila Animation Series as The Child Sexual Abuse Prevention

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**Abstract.** This Research and development attempted to produce a product and examined the effectiveness of the product. The researchers developed the product with ten stages of development and eventually, the researchers examined its effectiveness. The stages consisting of video validation and the response of the children about the video were the seventh, eighth, and ninth steps of ten available steps. The steps were the revised version of the trial test, field test, and final product revision. The samples of all steps from the first until the final steps were from kindergartens or playgroups in Semarang. On the other hand, the parents were parents with active Internet use, 150 parents. The researchers took the samples with purposive sampling. The media expert validation obtained results of 83.33%, 90.28%, and 96.67%. The material expert validation results obtained results of 81%, 97%, 97%, and 96.7%. The results indicate valid criteria and are applicable without any revisions. The result showed the media was excellent for early childhood children to access, relevant materials based on the objectives and the developmental stages, and understandable for children to improve both skills and cognition from the animated serial videos. From the validation, Miko Mila's animated serial videos met the animation standard to be enjoyed by early childhood children

**Keywords:** children sexual abuse, animated videos.

## 1 Introduction

Sexual abuse becomes a threat to child and woman security. According to the documented data by Catatan Tahunan (CATAHU) or the annual record of the Woman Commission, sexual abuse cases of children remain happening. Since 2019, 571 cases of sexual abuse against female children still occurred. Then, the additional cases were 770 incest cases of female children (1). The data showed that female children are vulnerable to unsecured situations in their lives. The close individuals for the female children, both the biological fathers, adoptive fathers, stepfathers, or uncles could be the sexual predators.

In 2020, the abusive cases against children were at the third rank of domestic abuse with a prevalence of 954 cases. The sexual abuse against women reached 1.938 cases (2). In 2021, the case prevalence of abuse cases against children reached 1.037 cases. On the other hand, the sexual abuse against women both adults and children reached 1.149 cases (3). This high sexual abuse prevalence against children is also observable in Semarang. The victim children are vulnerable to this crime. The government applied various efforts to lower the sexual abuse cases against children by synergizing with various elements of the community. The law ratification, policy-making, incentive service provision, child-woman protection and empowerment institution development, collaboration, and community movement are examples of the government efforts.

Sexual abuse is defined as behaviors beyond the victims' will with threatening, oppressing, underestimating, humiliating, verbal abusing, non-verbal abusing, and physical-sexual abusing natures. These natures influence the psychological and physiological aspects of individuals (4,5).

Komnas Perempuan or Woman National Commission (6) determines fifteen categories of sexual violence, such as raping, sexual intimidation, mental-physical sexual abuse, sexual exploitation, woman trafficking for sexual purposes, sexual slavery, coercing actions such as marriage, pregnancy, abortion, and contraception implementation, sexual torture, punishment with sexual nuance, inhumane sexual thing, traditional practice with sexual nuance, and sexual control. Sexual violence against children should receive immediate action from various parties. Sexual violence also influences all aspects of individuals both physically, emotionally, and socially in terms of their developments and current or future daily life functions. The victims admit to feeling physical pains, such as scars and injuries on the genital organs and the limbs. They also suffer from severe anxiety and is difficult to believe other individuals. They also have difficulties to interact with other people and tend to draw from the interaction and environment. The victims also have low dignity and confidence. They find themselves powerless. In most cases, female students also have low academic achievements and fear of the future (7–9).

This research deals with the vulnerability of children as sexual violence victims. Some previous studies had the educational provision about sexual issues for children (10–12). The other studies attempted to improve the parents' knowledge of sexuality education for children ((7,12,13), mapped the vulnerable area of children to make decisions of community empowerment (7,14).

From 2019 to 2021, the researchers conducted various studies about sexual violence prevention for early childhood children with the Miko Mila animation series. The researchers uploaded this animation on a YouTube channel(15). The researchers selected this animated video to provide education for both children and parents based on the effectiveness of the media in transferring knowledge and skills to children. The animation could facilitate conceptual knowledge retention in the form of easy visualization for short-term memory and memory recall (16–18). This Miko Mika animated video series was developed based on the ADDIE method(15). Heretofore, the video has some series from the first until the twelfth series.

The serial videos were validated with experimental research. This validation involved 150 respondents consisting of parents and children aged maximally six years old. In this article, the researchers discuss the validation result of the animated video series from the seventh until the twelfth series. The researchers also attempted to reveal the responses of the children toward the video, the obtained information for children, the applicable actions for children based on the video, the interests of children toward the videos, and the content understanding of the children about the videos.

## **2 Method**

### **2.1 Types of Research**

This Research and development attempted to produce a product. Then, the researchers examined the effectiveness of the product (19). In this research, for the recently three years, the applied R&D design was useful in producing the animated series about sexual education for early childhood children. The researchers developed the product with ten stages of development and eventually, the researchers examined its effectiveness.

The stages consisting of video validation and the response of the children about the video were the seventh, eighth, and ninth steps of ten available steps. The steps were the revised version of the trial test, the field test, and the final product revision (20).

### **2.2 Population, Sample dan Sampling**

This research involved early childhood children and their parents in Semarang. The samples of all steps from the first until the final steps were from kindergartens or playgroups in Semarang. On the other hand, the parents were parents with active Internet use, 150 parents. For the response test, the researchers took 78 mothers or fathers. The applied sampling technique was the purposive sampling technique.

### **2.3 Types and Sources of Data**

The researchers collected the data with a validation questionnaire, questionnaire, and interview. In this research, the material and media experts validated the questionnaire. Then, the response questionnaires for children were filled out by the mothers of fathers of the children via Google Forms. The researchers interviewed the parents after receiving the answers from their children.

The validation of the animation media emphasized the material and media design validity. The criteria of the design aspect validity could be converted into qualitative data based on Gulford's validity category by observing the validity level interval.

### 2.4 The Data Analysis Techniques

The researchers analyzed the data with validation techniques for the animated series and the response questionnaire of the children descriptively. The researchers analyzed the data by collecting the data based on real situations. Then, the researchers arranged, processed, and analyzed the data to describe the problems.

## 3 Result and Discussion

### 3.1 The Product Results

The arrangement of the animated series of Miko Mila was based on the initial necessity collection stage from the field, literature review, focused group discussion, and media selections. The animated series consisted of 12 videos. The stories of the video were based on the daily life of children, the educational science of early childhood sexuality, and child characteristic considerations.

Here are the scene descriptions of the Mika Mila animated series.

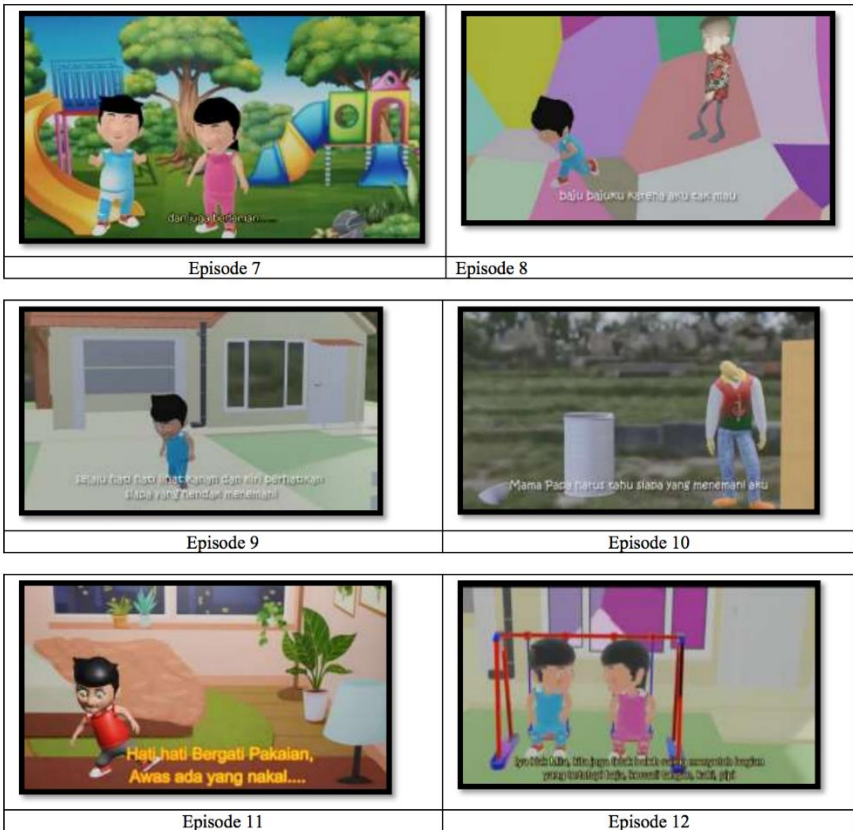


Fig. 1. Miko Mila Animated Series from the seventh until the twelfth episodes

### 3.2 The Validity Test

The validity test of the developed animated series involved both material and media experts for the first to sixth animation series and the seventh to twelfth animation series. This article only provides the valid results of the seventh until the twelfth video series of Miko Mila.

The material experts consisted of four individuals. The experts were a family psychologist and a lecturer of Guidance and Counselling, a researcher of Sexual Education for Early Childhood Children and a lecturer of Early Childhood Education Teacher, the chief of Family Resilience, Toddler, and Elderly People of Population Control and Family Planning Service in Semarang, and a supervisor of Kindergarten in Semarang.

**Table 1.** The Material Validation Data of Miko Mila Animated Series from the Seventh to Twelfth Episodes by Validator 1 and Validator 2

No	Assessment Aspect	Descriptors	Scores											
			Validator 1						Validator 2					
			7	8	9	10	11	12	7	8	9	10	11	12
1	Format	Material Simplicity	5	5	5	5	5	4	5	5	5	5	5	5
		The relevance between figures and voices	3	5	3	3	4	4	4	4	4	4	4	4
		The relevance between the animation concept and the content	4	5	4	4	4	4	5	5	5	5	5	5
2	Content	The relevance between the materials and the objectives	5	3	4	4	4	4	5	5	5	5	5	5
		The meaningful message	5	3	4	4	4	3	4	5	4	4	5	5
		Complete information	4	4	4	4	4	3	4	5	4	4	5	5
		The material comprehension feasibility	5	3	4	4	4	3	5	5	5	5	5	5
3	Language	Readable language	5	3	4	4	4	3	5	5	5	5	5	5
		Language spelling based on the General Guideline of Indonesian Language Spelling (PUEBI)	5	4	4	4	4	4	5	5	5	5	5	5
		The relevance between language and the targeted age	5	4	4	4	4	4	5	5	5	5	5	5

**Table 2.** The Material Validation Data of Miko Mila Animated Series from the Seventh to Twelfth Episodes by Validator 3 and Validator 4

No	Assessment Aspect	Descriptors	Scores											
			Validator 3						Validator 4					
			7	8	9	10	11	12	7	8	9	10	11	12
1	Format	Material Simplicity	5	5	5	5	5	5	5	5	5	5	5	5
		The relevance between figures and voices	5	5	5	5	5	5	5	5	4	4	5	5
		The relevance between the animation concept and the content	5	5	5	5	4	5	4	5	5	5	5	4
2	Content	The relevance between the materials and the objectives	4	5	5	5	5	5	5	5	5	5	5	5
		The meaningful message	5	5	5	5	4	5	5	5	5	5	4	4
		Complete information	4	4	5	5	4	5	5	5	4	5	4	5
		The material comprehension feasibility	5	4	5	5	5	5	5	5	5	5	5	4
3	Language	Readable language	5	5	5	5	5	5	5	5	5	5	5	4
		Language spelling based on the General Guideline of Indonesian Language Spelling (PUEBI)	5	4	4	5	5	5	5	5	5	5	5	5
		The relevance between language and the targeted age	5	5	5	5	5	5	5	5	5	5	5	5

The media validation involved three experts. They were the lecturer of Visual Communication Design, a practitioner from Multindo, and a productive lesson teacher at Grafika 11 Vocational High School Semarang.

**Table 3.** The Media Validation Data of Miko Mila Animated Series from the Seventh to Twelfth Episodes by Validator 1 and Validator 2

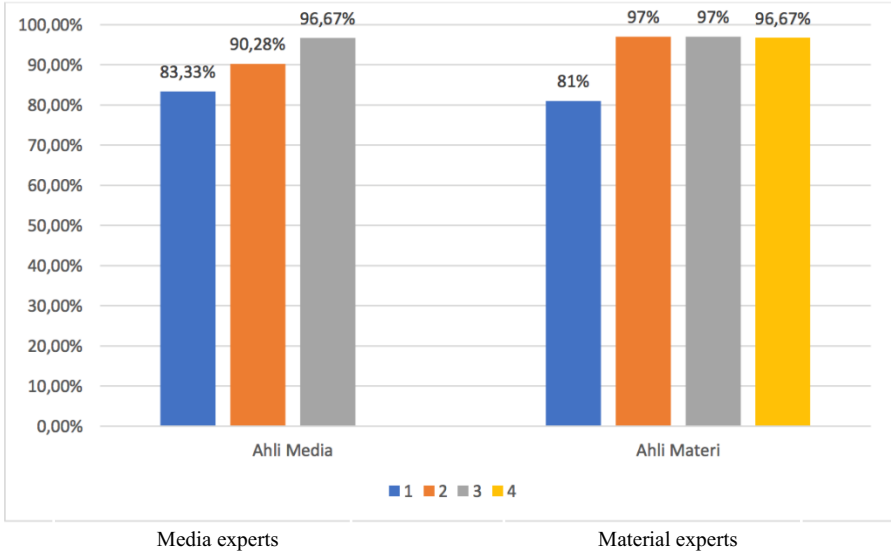
No	Assessment Aspect	Descriptors	Scores											
			Validator 1						Validator 2					
			7	8	9	10	11	12	7	8	9	10	11	12
1	General dis-plays	The relevance between the media design and the material	5	4	4	5	4	4	5	4	4	4	4	4
		The relevance between the media design and the preventive concept	5	5	5	5	4	4	5	5	5	5	4	5
		Interesting to see	4	4	4	4	5	4	5	4	5	4	4	4

		Available with real function examples	5	5	4	4	4	4	4	3	5	4	3	5	
2	The specific displays	Color selection	4	4	4	4	4	4	4	5	4	4	5	5	5
		The characters' attractiveness	4	4	4	3	3	3	5	5	4	5	4	5	5
		The sound or music rates	5	5	5	5	5	5	5	5	5	5	4	4	4
		The relevance of the inter-animated frame orders	4	4	4	4	4	4	5	4	5	5	5	5	5
3	The presentation	The relevance between the figure size and the writings	4	3	3	4	5	5	4	4	5	5	4	4	4
		The figure focus	5	4	4	4	4	4	4	5	4	5	4	5	5
		The media format access feasibility	4	4	4	4	4	4	5	4	5	4	4	4	5
		The relevance between the media package and the material integration	4	4	4	4	4	4	5	5	5	5	5	5	5

**Table 4.** The Media Validation Analysis Result Data of Mika Mila Animated Series from the Seventh to Twelfth Episodes by Validator 3

No	Assessment Aspect	Descriptors	Scores					
			Validator 1					
			7	8	9	10	11	12
1	General displays	The relevance between the media design and the material	5	5	5	5	5	5
		The relevance between the media design and the preventive concept	5	5	5	5	5	4
		Interesting to see	5	5	5	5	5	5
		Available with real function examples	5	5	5	5	5	5
2	The specific displays	Color selection	5	5	5	5	5	5
		The characters' attractiveness	5	5	4	4	4	4
		The sound or music rate	4	5	5	5	5	5
		The relevance of the inter-animated frame orders	5	5	4	4	4	4
		The relevance between the figure size and the writings	5	5	5	5	5	5
3	The presentation	The figure focus	5	4	5	5	5	4
		The media format access feasibility	5	5	5	5	5	5
		The relevance between the media package and the material integration	5	5	5	5	5	5

Then, the researchers validated the results with mean calculation and obtained the following results.



**Fig. 2.** The Validity Percentage of Miko Mila Animated Series from the Seventh until Twelfth Episodes

From the media expert validation, the obtained results are 83.33%, 90.28%, and 96.67%. The material expert validation results are 81%, 97%, 97%, and 96.7%. The results indicate valid criteria and are applicable without any revisions.

### 3.3 The Child Respondents' Responses

The researchers elicited various things during the qualitative processes, such as 1) the children's responses about the video; in this case, the researchers concluded that the videos were joyful to watch with excellent messages to understand, 2) the obtained information by the children; the obtained information by the children from the videos were about preventing the body parts from unwanted touches and enclosing the body parts, 3) the material benefits for the children; the researchers concluded that the benefits of the materials for the children were about being careful and alert from various situations and being aware to protect the body parts with enclosed clothes. The other benefits for children were: the capability to prevent and avoid sexual abuse.

Then, the fourth conclusion was - children could do and obtain information based on the videos for self-protection. These protections included unwanted touches and tolerable touches from other individuals. Not touching the body parts of other individuals with enclosed clothes and parental protection when such incidents occurred became the benefits of watching the videos. The fifth conclusion dealt with the children's interest in the videos. In this case, the parents also showed similar interests. Seventy-five parents found the videos interesting while 3 children did not. From the analysis, the researchers concluded a percentage of 97% of videos were interesting to watch as sexual education material sources. The sixth conclusion dealt with the song



in the video. The songs were understandable for children. The same matter goes for the conversation. Seventy-eight children found the songs were understandable. Thus, the researchers concluded the songs and the conversations in the videos were understandable for children.

### 3.4 Discussion

The validation and analysis results of the children's responses about the implementation of the animated series obtained the expected result. The researchers concluded from the field test both, qualitatively and quantitatively, that the animated series about sexuality education was effective to apply as an effort to prevent sexuality violence against early childhood children.

In the learning process, children as digital natives are more interested in interactive media that apply technological developments, such as animated videos. The animated videos are applicable as a learning media to enrich knowledge by repeating the visual actions. This capability could improve the recalling processes of memories and improve short-term memory retention (16–18,21,22). An animation is defined as a moving figure to explain various changes from time to time to improve procedural and order explanations (23).

Sexuality education for children covers some tolerable behaviors, unwanted touches or expected touches, personal security mechanisms, sexual aggression, victimization, disclosure, dignity, and self-image. The other programs deal with the definition of sexual abuse, identification of violence, sexual violence avoidance, and efforts to escape from sexual violence (24).

Indonesia still does not have a curriculum about sexual education at schools. However, all parties could not blindly ignore sexual violence against children. Heretofore, sexual predators appear when parents are not aware of the children's conditions. The perpetrators may be from family or intimate circles.

Children are vulnerable individuals from sexual violence. The characteristics of children, such as easily believing in adults, become the problem of sexual violence. Children may not understand sexual development because they lack the relevant information. Thus, they cannot deny or resist the violent action against children. Children may also have problems identifying the hidden motifs of adults that make them vulnerable to sexual violence.

Mobile applications, such as SAP\_MobAPP, could be the medium to prevent sexual violence against children at primary schools in Korea (25). The mobile applications applied animated videos to facilitate children in understanding the materials.

Two media for preventing sexual violence at a school were comparing (26). The first media was an animated video while the second media was a pictorial card. The implementation of animated videos showed the contribution to preventing sexual violence against children. The mean score of the students' cognitive skills about sexual violence prevention against children indicated some improvement from 9.27 with a deviation standard of 2.840 to 6.617 with a deviation standard of 2.840.

Research about sexual violence prevention for children in Yogyakarta found that the animated media could provide excellent sexual violence prevention for early childhood children (27).

## 4 Conclusions

Miko Mila's animated series had excellent arrangements for sexual education prevention for early childhood children. The media could decrease the sexual violence against children that had an annual increment. Early childhood children are the vulnerable groups of sexual violence victims.

The product had 12 materials to show within short durations based on the respondents' developmental stages, the early childhood stage development. The first six series, from the first until the sixth episodes, had received the validity test in terms of media and material matters. In this research, the validity test dealt with the seventh until the twelfth series. The result showed the media was excellent for early childhood children to access, relevant materials based on the objectives and the developmental stages, and understandable for children to improve both skills and cognition from the animated serial videos. From the validation, Miko Mila's animated serial videos met the animation standard to be enjoyed by early childhood children.

On the other hand, the qualitative findings also showed that early childhood children were interested in the videos and could catch the given information. They could also understand the benefits of animated serial videos to protect themselves from sexual violence.

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