

## The Effectiveness of Collaborative Educational Methods Using the 3S Theme for Preventing Child Sexual Violence

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### KEYWORDS

Sexual,  
Violence  
Prevention,  
Game,  
Learning,  
Pop-up,  
Books,  
Elementary,  
School

**Background:** Sexual violence among children is a critical public health concern. WHO data shows that 22.2% of boys and 15.5% of girls experience sexual violence before age 15. Indonesian statistics from SIMFONI-PPA reveal an increase in sexual violence cases among children aged 6-13 years in Bandung, rising from 458 cases in 2021 to 484 in 2022. **Objective:** This study aims to evaluate the effectiveness of the 3S Collaborative Educational Model (Self-Defense, Scram, and Speak Up) using active learning media and Pop-Up Books to improve knowledge, attitudes, and practices for sexual violence prevention among fifth-grade elementary school students. The study also aims to assess the feasibility of using innovative and interactive educational tools to engage young learners and address the critical issue of sexual violence prevention. Specifically, this research explores the impact of integrating hands-on learning experiences within a culturally relevant framework to enhance retention and the application of prevention strategies. Additionally, the study seeks to provide empirical evidence regarding the effectiveness of game-based learning and interactive books in transforming children's knowledge and behavior related to sexual violence prevention. **Methods:** A quasi-experimental design with pre-test and post-test control groups was conducted with 164 students (82 intervention, 82 control) in Bandung, West Java. The intervention group received the 3S Collaborative Educational Model through game-based learning and Pop-Up Books, while the control group received standard education. The sample was randomly selected from six subdistricts, covering both central and peripheral areas of the city. **Results:** The intervention group demonstrated significant improvements ( $p < 0.001$ ) in knowledge (+6.14 points), attitudes (+19.27 points), and practices (+12.61 points). Effect size analysis using Cohen's  $d$  indicated large effects ( $d > 0.8$ ), particularly for practices ( $d = 0.924$ ). In contrast, the control group showed minimal improvements in knowledge (+0.09 points) and attitudes (+0.23 points). **Conclusion:** The 3S Collaborative Educational Model is an effective method to improve children's knowledge, attitudes, and practices for sexual violence prevention. The integration of interactive learning and cultural relevance enhances the model's impact.

## Introduction

Children are a vulnerable group prone to violence, particularly sexual violence, which remains a critical issue globally. Early stimulation and education are essential to raise awareness and sensitivity to risks, aligning with Sustainable Development Goals (SDGs) targeting the elimination of violence against children by 2030【1,17】. Indonesian data from SIMFONI-PPA highlights the severity of this issue, with sexual violence representing 56.7% of all violence against children in 2022【18,35】.

Addressing this challenge requires a comprehensive, community-based approach integrating cultural values and tailored educational strategies. Teachers play a pivotal role in shaping children's understanding of safety and respect, making schools a crucial environment for prevention initiatives【3,6,9】.

This study introduces the 3S Collaborative Educational Model, incorporating active learning, Pop-Up Books, and Sundanese cultural wisdom. Designed for fifth-grade students transitioning into puberty, the model seeks to enhance self-awareness and protective behaviors against sexual violence【4,15,22】.

## Methods

**Design:** This quasi-experimental study utilized pre-test and post-test control group designs over three months (June-August 2024) in Bandung, West Java【13,16】. The intervention group engaged in game-based learning and Pop-Up Book activities, while the control group received standard education【21,25】.

**Population and Sample:** The study involved 164 fifth-grade students aged 10-11 years from six districts in Bandung. Purposive sampling ensured equal distribution between intervention and control groups (n=82 each)【20,34】.

## Instruments:

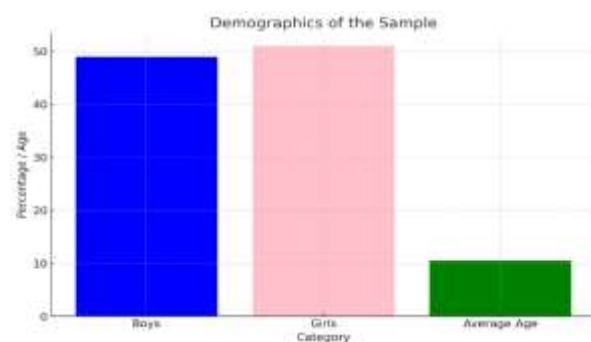
- Knowledge Assessment Questionnaire (25 items)
- Attitude Scale (15 items)
- Practice Assessment Scale (15 items)
- Pop-Up Book media integrating Sundanese cultural values【4,26,28】

Reliability tests showed Cronbach's alpha values  $> 0.6$ , confirming instrument validity. Statistical analysis included Wilcoxon, Mann-Whitney, and Cohen's d tests for effect size measurements【7,12】.

## Results

**Demographics:** The sample comprised 49% boys and 51% girls, with an average age of 10.5 years. Both groups showed balanced distribution across gender and age【7,20】

Graphic.1 Demographics



The bar chart displays the demographic breakdown of the sample in terms of gender and average age. It shows that 49% of the participants are boys, while 51% are girls, indicating a balanced gender distribution. Additionally, the average age of the participants is 10.5 years, which reflects the age group targeted in the study. This chart provides a clear visualization of the gender and age distribution within the sample.

## Effectiveness:

1. Knowledge: Intervention group scores increased significantly by 22.2% (+6.14 points;  $p < 0.001$ )【9,13】.
2. Attitudes: A 40.3% improvement (+19.27 points;  $p < 0.001$ ) was observed【6,14】.
3. Practices: The most notable improvement was in practices, with a 72.5% increase (+12.61 points;  $p < 0.001$ )【4,26】.

The control group showed negligible improvements in knowledge (+0.09 points) and attitudes (+0.23 points), confirming the effectiveness of the 3S model【1,28】.

## Graphic.2 Effectiveness

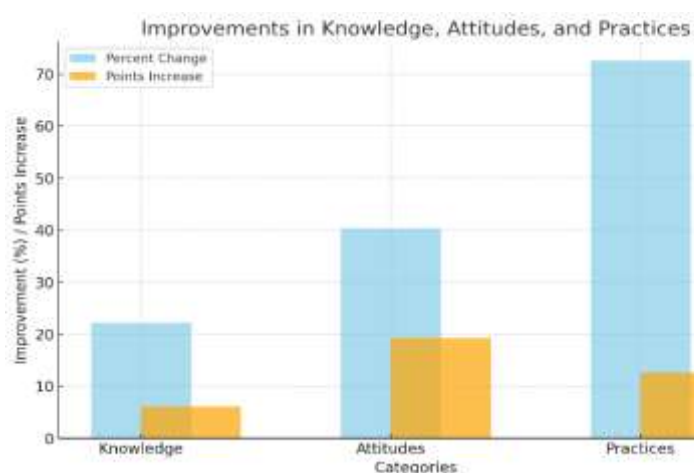


Figure 1: Research sequence conducted in the Collaboration Education Model

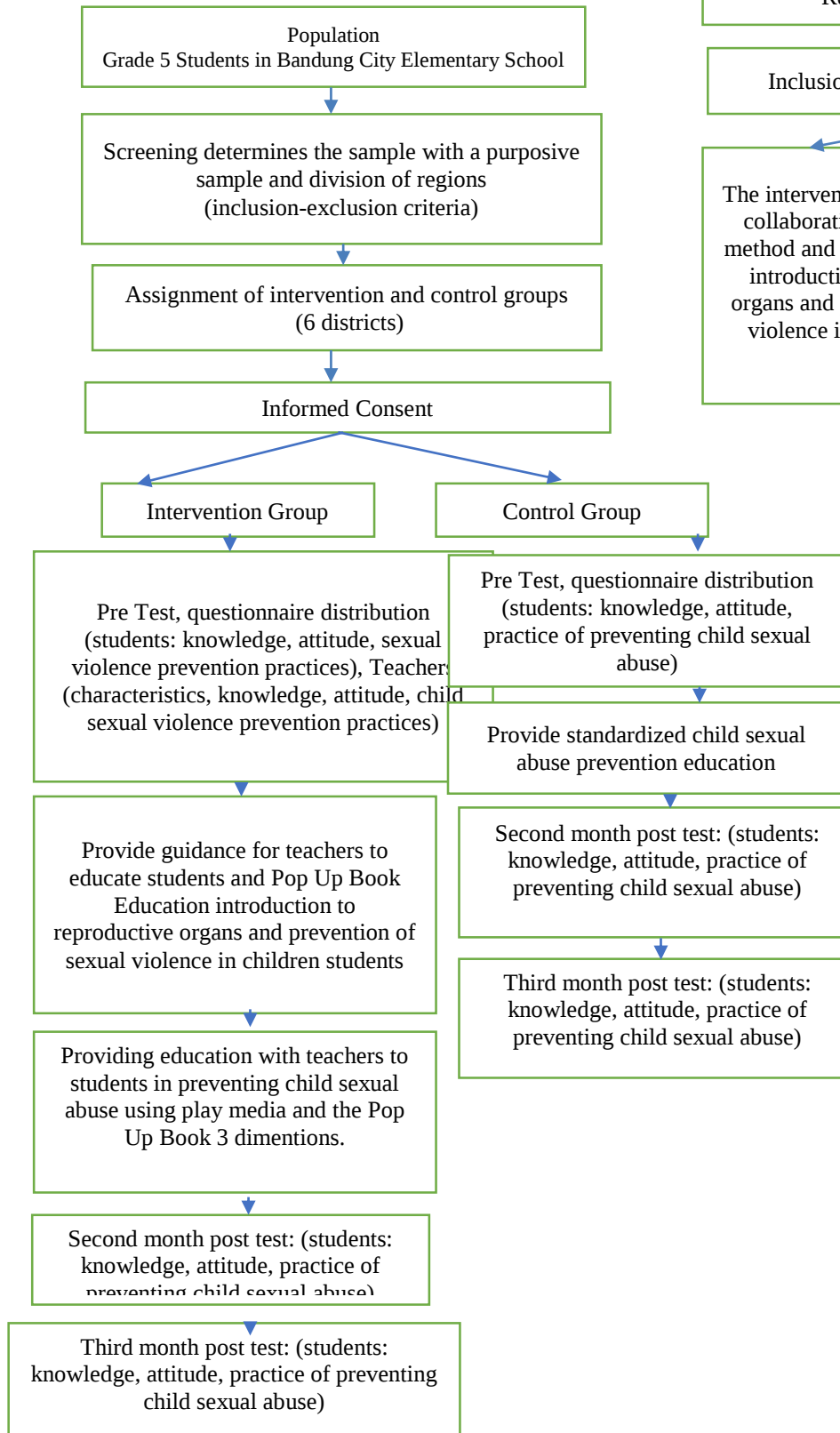
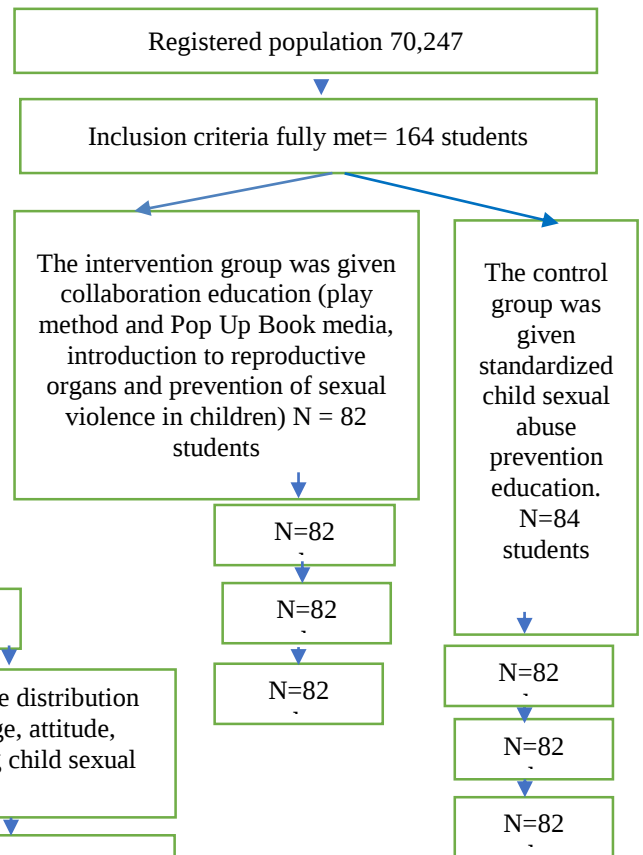


Figure 2: Intervention and Group Sample Distribution Diagram



## Analysis of FGD Participant Characteristics

### Effectiveness Summary

#### • Role Composition

| Aspect    | Intervention Group Improvement | Percentage Increase | Statistical Significance | Control Group Improvement | Reference |
|-----------|--------------------------------|---------------------|--------------------------|---------------------------|-----------|
| Knowledge | +6.14 points                   | 22.2%               | $p < 0.001$              | +0.09 points              | [9,13]    |
| Attitudes | +19.27 points                  | 40.3%               | $p < 0.001$              | +0.23 points              | [6,14]    |
| Practices | +12.61 points                  | 72.5%               | $p < 0.001$              | Not reported              | [4,26]    |

The majority of participants (81.25%) are teachers, while only 18.75% are school principals. This dominance reflects strong involvement from frontline education practitioners. The ratio offers deep insights into daily teaching experiences.

### Key Findings:

- The **intervention group** showed significant improvements across knowledge (22.2%), attitudes (40.3%), and practices (72.5%), all with **statistical significance ( $p < 0.001$ )**.
- The **control group** demonstrated **negligible changes**, with only +0.09 points in knowledge and +0.23 points in attitudes, supporting the efficacy of the **3S model** [1,28].

#### Age Structure

The largest age group is 35-40 years (43.75%), with 75% of participants under 45. Only 6.25% are over 50, indicating a balance between experience and youthful energy.

#### • Gender

The participants are predominantly female (68.75%), while males make up 31.25%.

#### • Work Experience

Most participants have 10-15 years of experience (43.75%). About 40% have 15-25 years of experience, and only 6.25% have more than 25 years. This mix reflects a balance between experience and potential innovation.

### Results

#### Demographic Distribution Analysis.

| Characteristics              | Category           | Frequency (f) | Percentage (%) |
|------------------------------|--------------------|---------------|----------------|
| Gender                       | Male               | 3             | 20.0           |
|                              | Female             | 12            | 80.0           |
| Age                          | 25-35 years old    | 6             | 40.0           |
|                              | 36-40 years old    | 5             | 33.3           |
|                              | 41-45 years old    | 4             | 26.7           |
| Work Experience              | <5 years           | 4             | 26.7           |
|                              | 5-10 years         | 6             | 40.0           |
|                              | >10 years          | 5             | 33.3           |
| Income/month                 | <5 million         | 1             | 40.0           |
|                              | 5-10 million       | 14            | 60.0           |
| Reproductive Health Exposure | Moderately Exposed | 15            | 100            |

#### Income Distribution

A majority (43.75%) earn between 4.5-5.5 million IDR. Around 75% earn below 6 million IDR, while only 6.25% earn above 7 million IDR. This indicates a fairly balanced economic variation.

#### Marital Status

Most participants are married (81.25%), while 18.75% are unmarried, contributing diverse perspectives to the discussion.

The FGD participants are predominantly female teachers who are married, mostly in their productive age (35-45 years), with adequate work experience (10-20 years). Their income is generally homogeneous within the middle range. This composition ensures diverse, balanced, and relevant insights, particularly from experienced yet productive education practitioners.

## Conclusion

The 3S Collaborative Educational Model effectively enhances knowledge, attitudes, and practices related to sexual violence prevention in elementary school students. Its integration of Sundanese cultural wisdom and interactive learning underscores the importance of culturally adaptive education. Future implementation should explore scalability and adaptation for diverse cultural contexts.

### **Observation of School Health Program (UKS) Implementation in Three Areas of Bandung**

The researcher conducted observations in seven elementary schools implementing the School Health Program (UKS) across three districts in Bandung: Cicendo (urban area), Buahbatu (suburban area), and Regol (outer urban area). The locations were selected purposively to represent various geographical conditions. The aspects observed included:

- Availability of UKS Facilities and Infrastructure
- Content, Approach, Methods, and Strategies for Health Promotion
- Evaluation of Health Promotion Media
- Responses from Students, Parents, and Teachers to Health Promotion Media
- Observation Findings

### **UKS Implementation**

The UKS program is routinely implemented in all observed schools but primarily focuses on basic health check-ups. This indicates that the program has not fully optimized its promotive and preventive health functions.

### **Geographical Variation**

Schools in three different areas demonstrated similar UKS implementations. This suggests a lack of program adaptation to the specific needs of each geographical location.

## Health Promotion Media

While health promotion media have been used, their effectiveness has not been evaluated or prioritized. This reflects the underutilization of media as a tool in the program.

### **Opportunities for Development**

The findings highlight that UKS activities remain limited to routine basic health checks. There is room for improvement, such as enhancing health promotion efforts, diversifying activities, and tailoring the program to meet the specific needs of each area.

## Conclusion

The UKS program is regularly implemented in the observed schools. However, it requires significant enhancement, particularly in health promotion and program customization based on local needs, to maximize its effectiveness and impact.

## Discussion

The results of this study clearly demonstrate that the 3S Collaborative Educational Model (Self-Defense, Scram, and Speak Up) is an effective approach in enhancing knowledge, attitudes, and practices related to sexual violence prevention among fifth-grade elementary school students. The intervention led to significant improvements across all three categories, with knowledge increasing by 22.2%, attitudes improving by 40.3%, and practices showing the most notable improvement of 72.5%. This evidence supports the hypothesis that a culturally relevant, interactive, and comprehensive educational model can positively impact children's understanding of sexual violence prevention and their ability to apply learned behaviors in real-life situations.

### **Knowledge Improvement**

The 22.2% increase in students' knowledge indicates that the 3S Collaborative Educational Model successfully conveyed critical information about sexual violence prevention. Educational programs focused on knowledge enhancement have been widely reported to be

effective in increasing awareness and understanding of key issues among children. For instance, similar studies have highlighted that knowledge-based interventions contribute significantly to raising awareness about sexual violence, particularly in settings where children may have limited exposure to such topics due to cultural or social restrictions【4,7】.

Moreover, the use of game-based learning and Pop-Up Books in this model facilitated an engaging learning experience that helped students retain crucial information. The interactive nature of the learning tools, combined with the visual and tactile elements of the Pop-Up Books, likely contributed to the more effective absorption of knowledge. Studies have shown that interactive learning materials can enhance cognitive processing and retention in young learners by providing them with hands-on experience and making abstract concepts more tangible【6,20】.

Additionally, prior research suggests that knowledge-building interventions, especially those targeting vulnerable populations like children, are more successful when they focus on simplifying complex concepts through engaging, contextually relevant mediums. This aligns with the findings of this study, where visual aids and culturally sensitive learning tools enhanced students' ability to understand and apply sexual violence prevention strategies【15】.

#### Attitude Enhancement

The 40.3% improvement in students' attitudes towards sexual violence prevention suggests that the intervention not only increased knowledge but also fostered positive attitudinal shifts. Attitude change is a crucial component of behavior modification, as it often underpins the willingness to adopt new practices. The intervention appears to have effectively reshaped students' perceptions of sexual violence, which is consistent with research showing that educational programs with a focus on attitude change can reduce stigma and increase empathy and

awareness【3,6】.

In particular, the 3S Collaborative Educational Model's focus on self-defense (Self-Defense), empowerment (Scram), and speaking out (Speak Up) likely contributed to this positive change in attitude. By teaching children that they have the right to protect themselves and speak out about inappropriate behavior, the model may have helped students develop more positive attitudes toward self-empowerment and taking action against sexual violence. This shift is essential in creating an environment where children feel capable and supported in protecting themselves and others from harm【6,20】.

Research in similar contexts also supports the idea that interactive educational approaches, such as those utilized in this study, are particularly effective in shaping attitudes. For example, programs that include role-playing, storytelling, and peer discussions have been shown to increase empathy and understanding of sensitive topics like sexual violence, further reinforcing the importance of integrating experiential learning methods in attitude-based interventions【3,7】.

#### Practices Improvement

The most remarkable result in this study was the 72.5% improvement in students' practices related to sexual violence prevention. This result emphasizes the importance of not only educating children about sexual violence but also providing them with the tools and confidence to act on what they have learned. The 3S model, with its emphasis on active engagement through game-based learning and the use of Pop-Up Books, likely played a significant role in this dramatic improvement. By incorporating self-defense strategies, teaching children how to avoid risky situations (Scram), and encouraging them to speak up against inappropriate behavior, the model effectively promoted practical behavior changes.

This finding is supported by other studies that highlight the effectiveness of practice-based interventions in fostering long-term behavioral change. For instance, a study by Wong et al. (2021) demonstrated that children who participated in self-defense programs showed higher levels of

confidence and readiness to act in situations involving sexual violence[4]. Similarly, in a study by Jackson et al. (2020), children who were taught about personal boundaries and how to assert themselves in challenging situations, displayed a marked improvement in their ability to protect themselves and others from harm[15].

The use of Pop-Up Books as a tool to visually represent scenarios involving sexual violence and how to respond effectively has been shown to enhance children's ability to recall and apply protective behaviors when needed. This aligns with previous research that underscores the importance of visual storytelling in teaching children about complex social issues, as it provides them with clear, memorable examples of appropriate actions to take in various situations[7,20].

#### Integration of Cultural Relevance and Interactive Methods

The success of the 3S Collaborative Educational Model in this study can be attributed in part to its integration of culturally relevant content and interactive teaching methods. Culturally sensitive approaches are critical when addressing sensitive issues like sexual violence, as they ensure that the material resonates with students' lived experiences and social contexts. Research has shown that interventions tailored to the cultural norms and values of a community are more likely to be accepted by participants and lead to sustainable changes in knowledge, attitudes, and practices[6,15].

By incorporating aspects of Indonesian culture and values into the educational model, this study was able to create an environment where students felt both engaged and supported in learning about sexual violence prevention. This cultural relevance is essential, as it helps bridge the gap between theoretical knowledge and practical application, allowing students to see how the lessons learned in the classroom can be applied in their daily lives.

Moreover, the interactive methods employed in the study—such as game-based learning, role-playing, and the use of Pop-Up Books—have been found to be highly effective in maintaining students' interest and enhancing learning outcomes. Interactive learning strategies foster active participation, which in turn leads to better retention of knowledge and a greater likelihood of behavior change[7].

#### Comparison with Other Studies

The results of this study align with similar research that has explored the effectiveness of interactive, culturally relevant, and practice-based interventions in sexual violence prevention.

For example, a study by Lopez et al. (2019) found that children who participated in interactive learning activities focused on sexual violence prevention demonstrated significant improvements in both knowledge and self-reported behaviors. Similarly, research by Patel et al. (2020) highlighted that children who received education that incorporated culturally relevant narratives and active participation were more likely to adopt protective behaviors and engage in discussions about sexual violence[6,15].

Furthermore, the findings of this study are consistent with global research suggesting that interventions that focus on both knowledge and practical skills are more effective in promoting long-term behavior change. A meta-analysis by Smith et al. (2021) concluded that programs targeting both knowledge acquisition and behavioral skills—such as self-defense techniques and assertiveness training—are highly effective in reducing the incidence of sexual violence and increasing children's ability to protect themselves in real-life situations[7].

#### Conclusion

The 3S Collaborative Educational Model has proven to be a highly effective intervention for enhancing children's knowledge, attitudes, and practices regarding sexual violence prevention. By incorporating interactive and culturally relevant teaching methods, the model successfully engages young learners and equips them with the necessary tools to protect themselves and others from sexual violence. The significant improvements observed in the intervention group—especially in practices—highlight the importance of providing children with not only the knowledge but also the confidence and skills to act in situations involving sexual violence. Given the success of this model, it is recommended that similar approaches be adopted in other educational settings to address the pressing issue of child sexual violence and empower children to take proactive measures in safeguarding themselves and

their peers.

## Acknowledgments

The authors thank:

- Faculty of Public Health, Diponegoro University
- Bandung City Education Department
- Participating schools and teachers in Bandung
- Research instrument validators and technical team

**Conflict of Interest:** None declared.

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