

 Open acces  
Professional Nursing  
Update Journal (PNUJ)

Volume 1, No. 1, 2024

#### Article Info

Received : August 20,  
2024

Revised : Sept 26, 2024

Accepted: Sept 27, 2024

Published : Oct 01, 2024

#### Responsible Editor:

Dr. Khamida., S.Kep.,  
Ns., M.Kep

#### Corresponding Author

Dewi Rachmawati

✉ [dewi.rachmawati-  
2020@fkip.unair.ac.id](mailto:dewi.rachmawati-2020@fkip.unair.ac.id)

#### Citation

Dewi Rachmawati<sup>✉</sup>,  
Nursalam Nursalam,  
Rifky Octavia Pradipta.  
(2024). *The Effect Of  
Health Education With  
Flipbook Media And  
Lecture Method On  
Knowledge And Attitude  
To Prevent Sexual  
Harassment In  
Adolescent Females.*  
Professional Nursing  
Update Journal: Volume  
1, No. 1. Page: 36-43.

#### Website

[https://pnuj.dpwppnijatim.  
org/](https://pnuj.dpwppnijatim.org/)

## The Effect of Health Education with Flipbook Media and Lecture Method On Knowledge and Attitude to Prevent Sexual Harassment in Adolescent Females

Dewi Rachmawati<sup>✉</sup>, Nursalam Nursalam, Rifky Octavia Pradipta

Faculty of Nursing Universitas Airlangga, Surabaya, Indonesia

#### ABSTRACT

**Introduction:** Sexual harassment is rampant, especially among adolescent girls. The lack of health education can affect the high risk of sexual harassment. The purpose of this study was to analyze the effect of health education with flipbook media and lecture methods on knowledge and attitudes to prevent sexual harassment in adolescent girls. **Method:** This research was a quantitative study that using a quasy experiment research design with a control group pre-test post-test approach. The sample of this study were adolescent girls of SMPN 1 WARU and SMPN 2 WARU totaling 58 people. Sampling using purposive sampling technique. Data collection in this study was done through a questionnaire. This study used statistical tests Wilcoxon Signed Rank Test and Mann Whitney U Test. **Result:** Statistical test results with Wilcoxon Signed Rank Test in the intervention group showed that flipbook media and lecture methods increased knowledge ( $p=0.000$ ) and attitudes ( $p=0.000$ ). The Mann Whitney U Test results showed that there was a difference in the average between the intervention group and the control group with significance results in knowledge ( $p=0.000$ ) and attitude ( $p=0.002$ ). **Conclusion:** Health education with flipbook media and lecture methods is effective in increasing knowledge and attitudes to prevent sexual harassment in adolescent girls.

**Keyword:** Education, Flipbook, Lecture, Prevention, Sexual Harassment

## INTRODUCTION

Sexual harassment is a major health problem and a serious violation of human rights and is a crucial problem in the world. Sexual harassment is an incident experienced by someone that is marked by unwanted words, comments, gestures, or sexual actions from another party, related to gender, gender expression, or sexual orientation (1). Sexual harassment can occur directly or indirectly such as via telephone, text messages, social media, or email (1)(2)(3). Activities that have sexual connotations can be considered sexual harassment if they contain elements such as unilateral coercion of will by the perpetrator, the incident is determined by the perpetrator's motive, the incident is unwanted by the victim, and causes suffering to the victim. Sexual harassment can be a type of sexual violence. The phenomenon of sexual harassment is like an iceberg. Only a few victims of harassment report incidents of sexual harassment compared to cases of sexual harassment that occur in society. This is because the knowledge and attitudes of the community are still less open about reporting. Therefore, intervention is needed to improve knowledge and attitudes regarding sexual harassment.

Millions of children and adolescents worldwide are subjected to sexual abuse, including sexual assault or rape. Around 120 million girls in the world under the age of 20 or 1 in 10 of them have been forced to have sex or engage in other sexual acts, although the actual number of sexual abuse is likely much higher (UNICEF, 2022) (4). Various sensitive issues affect the lives of women, both children and adolescent girls, including sexual harassment and sexual violence. Cases of violence in Indonesia have increased in the last five years, namely from 20,530 (2019) to 24,103 (2023) and the most victims of this violence are women, around 88% (KEMENPP-PA) (5). In Indonesia, there are 299,911 cases of sexual harassment with the highest distribution of incidents in three provinces, namely DKI Jakarta (2,461 cases), West Java (1,011 cases), and East Java (687 cases) (National Commission on Violence

Against Women, 2021) (6). According to Mubarak (2024), in 2024 Surabaya will level up to become a world-child-friendly city (7). However, just starting the year, cases of violence against children often occur. It is known that in the fourth week of January, the trend of child violence increased, especially sexual violence.

Sexual harassment has a detrimental impact on someone who experiences it, so it is important to study and find solutions on an ongoing basis. The experience of sexual harassment causes physical and psychological suffering and pain. Victims who experience sexual harassment tend to feel ashamed, harassed, upset, stressed, anxious, and afraid. Sexual harassment can also cause post-traumatic stress disorder (PTSD) and eating disorders for individuals who experience it (Burn, 2019) (1). Victims of sexual harassment can be at risk of suicide, have low self-esteem, and experience psychosomatics, frustration, and depression (Ligina et al., 2018) (8).

Flipbook media is a digital media packaged in the form of an e-book that has a positive impact on improving the quality of the learning process and outcomes of students (Isnaeni and Agustina, 2018) (9). Lectures are a method of delivering material by teachers or speakers orally (Rikawati, 2020) (10). With oral delivery, students can directly receive information and easily understand the information conveyed (Wasilah, 2016) (11). For this reason, researchers use flipbook media and lecture methods as a form of health education media in this study as an effort to prevent sexual harassment in adolescent girls using the precede-proceed theory approach developed by Lawrence Green (Nursalam, 2020) which aims to increase adolescent girls' knowledge about preventing sexual harassment and how to respond to sexual harassment (12). This study aims to analyze the influence of health education using flipbook media and lecture methods on knowledge and attitudes toward preventing sexual harassment in adolescent girls.

## METHOD

This research is a quantitative research using a quasi-experimental research design with a control group pre-test and post-test approach. The sample of this research was 58 female adolescents from SMPN 1 WARU and SMPN 2 WARU with 29 intervention groups and 29 control groups. Sampling used a purposive sampling technique. The variables of this research consist of intervention modules, knowledge, and attitudes towards preventing sexual harassment. Data collection in this study was carried out through a questionnaire created by the researcher. With the F.I.T.T principle, namely frequency, intensity, time, and type. The research was conducted with a frequency of twice within two weeks with an intensity of 60 minutes per meeting and the type of meeting was the provision of health education with flipbook media and lecture

## RESULT

Based on Table 1, it is known that the age of the respondents in the intervention group is mostly 14 years old, as many as 22 people (75.9%) and are in grade 2 of junior high school as many as 27 people (93.1%). The respondents in the control group are mostly 14 years old, as many as 20 people (69%) and are in grade 2 of junior high school as many as 25 people (86.2%).

Based on Table 2, it is known that there were 29 female adolescent respondents in each group, both the intervention group and the control group. Showing the number and percentage of respondents based on the knowledge category before and after treatment in the intervention group and the control group. In the intervention group respondents when the pre-test was carried out, most respondents had a good level of knowledge of 17 (58.6%), while when given the post-test, it showed that almost all respondents in the intervention group had a good increase in knowledge to 24 (82.8%). In the control group, the number of respondents with a good level of knowledge decreased slightly from 15 (51.7%) in the pre-test to 14 (48.4%) in the post-test. When the post-test was carried out, an increase in knowledge was found in the intervention group of 24

methods on preventing sexual harassment. The provision of health education interventions was carried out in groups. At the beginning of the study, began with the provision of a pre-test to the intervention group, then education with flipbook media and lecture methods on preventing sexual harassment, and then at the second meeting a post-test was given. In the control group, the research began with the provision of a pre-test and then at the second meeting, a post-test was given. This study used the Wilcoxon Signed Rank Test and the Mann-Whitney U Test with a p-value <0.05. This study received approval from the Research Ethics Commission of the Faculty of Nursing, Airlangga University, on June 14, 2024, with the number 3268-KEPK.

(82.8%) from the pre-test. This shows that there was a greater increase in knowledge in the intervention group than in the control group. The results of statistical tests using the Wilcoxon Signed Rank Test showed a value of  $(p) = 0.000$  ( $\alpha < 0.05$ ) which means that there is a difference in the level of knowledge between the pre-test and post-test in the intervention group after being given treatment, while the results of statistical tests in the control group showed a value of  $(p) = 0.986$  ( $\alpha > 0.05$ ) which means that there is no significant difference in the level of knowledge between the results of the pre-test and post-test. The results of the Mann Whitney U test showed a difference in the results of the post-test knowledge data in the treatment and control groups of  $(p) = 0.000$  which means that ( $\alpha < 0.05$ ), that there is a significant difference after being given treatment. The level of knowledge that increased in the intervention group and had a significant difference with the control group showed that H1 can be accepted, namely that there is an effect on the level of knowledge of preventing sexual harassment before and after being given health education on preventing sexual harassment with flipbook media and lecture methods in adolescent girls.

**Table 1. Demographic Characteristics**

Respondent Characteristics	Intervention Group		Control Group	
	f	%	f	%
<b>Age</b>				
13 Years	4	13,8	7	24,1
14 Years	22	75,9	20	69
15 Years	3	10,3	2	6,9
<b>Class</b>				
1 SMP	2	6,9	4	13,8
2 SMP	27	93,1	25	86,2
3 SMP	0	0	0	0

**Table 2. Knowledge of Respondents in the Intervention Group and Control Group on Sexual Harassment Prevention**

Category	Pre-test		Post-test		Pre-test		Post-test	
	f	%	f	%	f	%	f	%
Good	17	58,6	24	82,8	15	51,7	14	48,4
Enough	8	27,6	3	10,3	10	34,5	12	41,4
Less	4	13,8	2	6,9	4	13,8	3	10,3
<i>Wilcoxon Signed Rank Test</i>	p=0,000				p=0,986			
<i>Mann Whitney U Test Post-test</i>	p=0,000							

**Table 3. Attitudes of Respondents in the Intervention Group and Control Group on Sexual Harassment Prevention**

Attitudes Category	Intervention Group				Kelompok Kontrol			
	Pre-test		Post-test		Pre-test		Post-test	
	f	%	f	%	f	%	f	%
Negative	17	58,6	7	24,1	19	65,5	17	58,6
Positive	12	41,4	22	75,9	10	34,5	12	41,4
	29	100	29	100	29	100	29	100
<i>Wilcoxon Signed Rank Test</i>	p=0,000				p=0,397			
<i>Mann Whitney U Test Post-test</i>	p=0,002							

Based on table 3, there were 29 female adolescent respondents in each group, both the intervention group and the control group. Shows the number and percentage of respondents based on attitude categories before and after treatment in the intervention group and the control group. In the intervention group, the results of the pre-test showed that respondents who had a positive attitude in preventing sexual

harassment were 12 female adolescents, namely (41.4%%). When the treatment was carried out, the post-test results showed an increase in the number of respondents who had a positive attitude, namely 22 female adolescents, namely (75.9%). Then in the control group, it showed that most of the respondents had a positive attitude in preventing sexual harassment, namely (34.5%). After the post-test, there was an

increase in results to (41.4%). This shows that the intervention group experienced a greater increase in positive attitudes than the control group. The results of the statistical test using the Wilcoxon Signed Rank Test in the intervention group showed that  $p = 0.000$ , which means that there was a significant difference in attitudes between the pre-test and post-test results in the intervention group after being given treatment. The results of the Wilcoxon Signed Rank Test in the control group showed that there was no difference in the average attitude of preventing sexual harassment during the pre-test and post-test, namely  $p = 0.397$  ( $\alpha > 0.05$ ).

The Mann Whitney U Test Post-test showed a result of  $p = 0.002$  ( $\alpha < 0.05$ ) which means that there is a significant difference in the results of the respondents' attitudes between the intervention group and the control group. So it can be concluded that there is an increase in attitudes in the intervention group and has a significant difference with the control group indicating that H1 can be accepted, namely that there is an effect of attitudes on preventing sexual harassment before and after being given health education on preventing sexual harassment with flipbook media and lecture methods on behavior to prevent sexual harassment in adolescent girls.

## DISCUSSION

### **The Effect of Providing Health Education with Flipbook Media and Lecture Methods in Increasing Knowledge of Preventing Sexual Harassment in Adolescent Girls**

Health education with flipbook media and lecture methods effectively increases knowledge of preventing sexual harassment in adolescent girls towards preventing sexual harassment in adolescent girls. Adolescent girls in both the intervention and control groups were able to demonstrate knowledge of sexual harassment prevention behavior. The use of flipbook media has a positive impact on improving the quality of the learning process and outcomes of students (Isnaeni & Agustina, 2018) (9). Flipbooks can be one of the supporting media in teaching and learning activities because they can produce enjoyable

learning with satisfying results, thereby increasing the knowledge of adolescent girls. Compared to other media, flipbook media is by the development of the times, namely using digital media as an educational medium that functions as an e-book containing information in the form of writing, sound, and images that make it easier for users to get information. The lecture method is a method of delivering material by teachers or speakers verbally (Rikawati, 2020) (10). With oral delivery, students can directly receive information and easily understand the information delivered (Wasilah, 2016) (11). The function of the lecture method is to deliver information directly by the communicator to the audience so that the audience can better understand the intent and information delivered by the communicator. Young women understand the information delivered and show increased knowledge. Before the researcher provided the intervention, there were questions on the knowledge variable that were answered correctly by all respondents in the intervention group, namely about the forms of sexual harassment and the impact of sexual harassment. Furthermore, some questions were answered incorrectly by the majority of respondents in the intervention group about the causes of sexual harassment and prevention of sexual harassment. From these results, it can be concluded that providing health education in the intervention group should be more emphasized knowledge about the causes of sexual harassment and prevention of sexual harassment because young women's knowledge about the causes and prevention of sexual harassment is still lacking.

Then before the researcher gave the intervention, there were questions on the knowledge variable that were answered correctly by all respondents in the control group, namely about preventing sexual harassment and the impact of sexual harassment. Furthermore, some questions were answered incorrectly by the majority of respondents, namely about the forms of sexual harassment and the causes of sexual harassment. From these results, it can be concluded that providing health education to the control group should be more

emphasized knowledge about the impact of sexual harassment and the causes of sexual harassment because adolescent girls' knowledge about the impact and causes of sexual harassment is still lacking. Research conducted by Hermawan (2021) in his journal entitled "Flipbook for Child Sexual Harassment Prevention Education (FP3SA) to Increase Self-Protection" states that health education using flipbook media can increase students' knowledge on how to respond, identify perpetrators of sexual crimes, and how to protect themselves from perpetrators of sexual crimes (13). This study uses a lecture method that is in line with the research of Mardani et al (14). (2024) which also uses the lecture method during education. The study is entitled "Education on Prevention of Sexual Violence in SMA Plus Ar Raudah Students". It can be concluded from these activities that students can understand the problem of violence, types of violence, factors that influence sexual violence, and obstacles for victims in recovery and justice.

Knowledge can be increased by providing health education with flipbook media and lecture methods that can increase curiosity in adolescent girls so that their knowledge increases. The target of this study is adolescent girls because according to research there are around 120 million girls in the world under the age of 20, at least 1 in 10 of whom have been forced to have sex or commit other sexual acts, although the actual number of sexual harassment is likely much higher (UNICEF, 2022). From this study, it was found that children and adolescent girls are more vulnerable to sexual harassment.

Providing health education with flipbook media and lecture methods is effective for adolescent girls so that they can listen carefully to the information conveyed, read and listen to the contents of the flipbook, and can answer questions. This shows that increased knowledge affects the results of the behavior that will be carried out. Research on the intervention group provided increased knowledge of adolescent girls. In the intervention group, almost all adolescent girls showed an increase in knowledge after the post-test,

while the control group showed no increase in knowledge.

### **The Effect of Providing Health Education with Flipbook Media and Lecture Methods in Improving Attitudes Towards Preventing Sexual Harassment in Adolescent Girls**

Health education with flipbook media and lecture methods increases positive attitudes towards preventing sexual harassment toward preventing sexual harassment in adolescent girls. Adolescent girls in both the intervention and control groups were able to demonstrate knowledge of sexual harassment prevention behavior. Compared to other media, flipbook media is by the development of the times, namely using digital media as an educational medium that functions as an e-book containing information in the form of writing, sound, and images that make it easier for users to obtain information. The lecture method is a method of providing information verbally. The function of the lecture method is to convey information directly by the communicator to the audience so that the audience can better understand the intent and information conveyed by the communicator. Adolescent girls understand the information conveyed and show changes in attitude in preventing sexual harassment.

Before the researcher gave the intervention, there were questions on the attitude variable that were answered correctly by all respondents in the intervention group, namely about attitudes towards preventing sexual harassment. Furthermore, some questions were answered incorrectly by the majority of respondents in the intervention group, namely about beliefs and trust in implementing sexual harassment prevention behavior. From these results, it can be concluded that the provision of health education in the intervention group should be more emphasized on beliefs and trust in implementing sexual harassment prevention behavior because the knowledge of young women about the causes and prevention of sexual harassment is still lacking. Then, before the researcher provided the intervention, there were questions on the attitude variable that were

answered correctly by all respondents in the control group, namely about attitudes toward preventing sexual harassment. Furthermore, some questions were answered incorrectly by the majority of respondents in the control group, namely about beliefs and trust in implementing sexual harassment prevention behavior. From these results, it can be concluded that the provision of health education in the control group should be more emphasized on beliefs and trust in implementing sexual harassment prevention behavior because the knowledge of young women about the causes and prevention of sexual harassment is still lacking.

This study is in line with the study of Saharan & Rusnilawati (2023) entitled "Development of FBPS Teaching Materials as Sexual Violence Educational Media for Elementary School Students" (15). The study concluded that there was an increase in positive attitudes among respondents after being given education through flipbook media. The use of the lecture method is also in line with the study of Solehati, et al. (2022) entitled "Sexual Health Education for Adolescents to Improve Adolescents' Knowledge and Attitudes towards Sexual Harassment" (16). This study shows that health education through lectures is effective in increasing positive attitudes in adolescents in preventing sexual violence. In this case, respondents can accept or reject stimuli in the form of information or materials related to health education on preventing sexual harassment in adolescent girls. Respondents who refuse to be given information will display a negative attitude or have no change in their attitude to prevent sexual harassment, while those who have a positive attitude are those who can accept the information or stimulus available, meaning they have a change in attitude in preventing sexual harassment. Positive behavior is influenced by good knowledge. This proves that increasing good knowledge can influence an increase in positive attitudes in adolescent girls.

## CONCLUSION

Health education with flipbook media and lecture methods increases knowledge and

attitudes toward preventing sexual harassment in adolescent girls. Respondent characteristics such as age and class also affect the information obtained. The more mature the age and class of an adolescent, the easier it will be to accept and understand the information obtained. Changes in attitude are also influenced by age and class, adolescent girls with higher age and class find it easier to increase positive attitudes. So it can be concluded that health education with flipbook media and lecture methods increases knowledge and attitudes towards preventing sexual harassment in adolescent girls. As for recommendations for health workers, flipbook media and lecture methods can be used as alternative media and methods for health education counseling. For further researchers, they can update the contents of flipbook media and lecture methods. For schools, flipbook media and lecture methods can be used as alternative learning that is easy for adolescents to understand.

## Conflicts of interest

None

## Funding statement

None

## Acknowledgements

Thanks for all the participants in this study

## REFERENCES

1. Burn, S. M. The Psychology of Sexual Harassment. *Teaching of Psychology*. 2019;46(1):96-103. <https://journals.sagepub.com/doi/10.1177/098628318816183>
2. Merkin, R. S. *Sexual harassment indicators: The socio-cultural and cultural impact of marital status, age, education, race, and sex in Latin America*. *Intercultural Communication Studies* XXI. 2012;1:154–172. Retrieved from [https://www.researchgate.net/publication/259220725\\_Sexual\\_harassment\\_indicators\\_The\\_socio\\_cultural\\_and\\_cultural\\_impact\\_of\\_marital\\_status\\_age\\_education\\_race\\_and\\_sex\\_in\\_Latin\\_America](https://www.researchgate.net/publication/259220725_Sexual_harassment_indicators_The_socio_cultural_and_cultural_impact_of_marital_status_age_education_race_and_sex_in_Latin_America)

4. Sagala, R. V. Dunia kerja, kekerasan, dan pelecehan berbasis gender. Bandung: Yayasan Institut Perempuan. 2020;
5. UNICEF. *Sexual Violence Against Children*. Available from: <https://www.unicef.org/protection/sexual-violence-against-children>. 2022;
6. KEMENPP-PA. Penyelenggaraan Forum Anak. 2019;
7. Komnas Perempuan. Perempuan dalam Himpitan Pandemi: Lonjakan Kekerasan Seksual, Kekerasan Siber, Perkawinan Anak, dan Keterbatasan Penanganan di tengah COVID-19. In *Journal of Chemical Informatfile: ://Users/ghinahana/Downloads/10964-27747-1-PB.pdfion and Modeling*. Jakarta. Retrieved from <https://komnasperempuan.go.id/>. 2021;
8. Mubarak, M. Surabaya Menuju Kota Layak Anak Dunia, Sepekan Malah Ada Empat Kasus Kekerasan Anak. Available from: <https://www.sapanusa.id/surabaya/30145189/surabaya-menuju-kota-layak-anak-dunia-sepekan-malah-ada-empat-kasus-kekerasan-anak?page=2>. 2024;
9. Ligin, N. L., Mardhiyah, A., & Nurhidayah, I. Peran orang tua dalam pencegahan kekerasan seksual pada anak sekolah dasar di Kota Bandung. *Ejournal UMM*. 2018;9(2), 109–118. Retrieved from <http://ejournal.umm.ac.id/index.php/ke>.
10. Isnaeni, I., & Agustina, Y. An Increase In Learning Outcome Students Is Through The Development Of Archive E-Module Based On The Flipbook With Discovery Learning Model.
11. *Jurnal Pendidikan Bisnis Dan Manajemen*, 2018;4(3), 125–129.
12. Rikawati, K., & Sitinjak, D. Peningkatan Keaktifan Belajar Siswa Dengan Penggunaan Metode Ceramah Interaktif. *Journal of Educational Chemistry (JEC)*. 2020;2(2), 40.
13. Wasilah, A. Metode Ceramah Kelebihan dan Kekurangannya. 2016;
14. Nursalam. Metodologi Penelitian Ilmu Keperawatan: Pendekatan Praktis Edisi 5 (P. P. Lestari, Ed.) Jakarta: Salemba Medika. 2020b;
15. Hermawan, H.. *Flipbook Pendidikan Pencegahan Pelecehan Seksual Anak (FP3SA) untuk Meningkatkan Perlindungan Diri*. [https://eprints.ums.ac.id/96423/11/Hen%20gki%20Hermawan\\_%20Naskah%20Publikasi%20final%20eprints.pdf](https://eprints.ums.ac.id/96423/11/Hen%20gki%20Hermawan_%20Naskah%20Publikasi%20final%20eprints.pdf). 2021;
16. Mardani, E. M., Yulianti, N., Kusnandar, E., Supendi, D. Edukasi Pencegahan Kekerasan Seksual pada Peserta Didik SMA Plus Ar Raudah Purwakarta. 2024;
17. Saharani, L., Rusnilawati, R. *Development of FBPSS Teaching Materials as Sexual Violence Educational Media for Elementary School Students*. *Jurnal Cakrawala Pendas*. 2023;9(2), 350- 361 <https://doi.org/10.31949/jcp.v9i2.4420>.
18. Solehati, T., Siti T, R. Edukasi Kesehatan Seksual Remaja untuk Meningkatkan Pengetahuan dan Sikap Remaja terhadap Pelecehan Seksual. *Jurnal Keperawatan*. 2022;14(2) 431-438. <https://doi.org/10.32583/keperawatan.v14iS2>