

HOW TO DESIGN FLASHCARDS AS AN INNOVATIVE GAME-BASED LEARNING FOR RAISING SEXUAL HARASSMENT AWARENESS AMONG COLLEGE STUDENTS?

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Abstract

The Task Force for the Prevention and Handling of Sexual Harassment at Universitas Negeri Malang recorded an increase in the number of reports of sexual harassment in 2024. This study aims to develop flashcards as game-based learning tool for raising of sexual harassment which using the research and development research method. The respondents were 105 students from the Faculty of Social Sciences. The development of the media involved validators as material and media experts. The flashcard material contains different stories of sexual harassment related to the learning module on prevention and handling of sexual harassment in higher education environments for the Task Force of the Ministry of Education and Culture, to which questions are given at the end. The students were divided into 18 small groups with 5-6 respondents each group. The theme of the flashcards was SIDAK (Simulation and Case Study). The topic of the flashcards was SIDAK (Simulation and Case Study). The results of this study show that flashcards, as an educational tool for sexual harassment prevention, stimulate students' analytical and critical thinking skills. Flashcards also give students the opportunity to express their opinions or views on the cases they have studied. Flashcards are expected to be implemented in each faculty through various activities of the academic community, especially in routine campus activities on a regular basis.

Introduction

Sexual harassment is a severe violation of human rights. It has long-term effects on victims. This phenomenon not only has an impact on individuals, but also inhibits the achievement of the Sustainable Development Goals (SDGs). The United Nations, through the Sustainable Development Goals (SDGs), particularly in Goal 5, achieving gender equality and empowering all women and girls, as one of the main pillars of sustainable development. It includes a specific target to eliminate all forms of harassment against women and girls, including sexual harassment, in all public and private spaces. Nevertheless, sexual harassment creates an unsafe environment, undermines trust and inhibits women's full participation in all aspects of life (Anto et al., 2023)(Fathurozzi, 2024)"8","25"]], "author": [{"dropping-particle": "", "family": "Fathurozzi", "given": "", "non-dropping-particle": "", "parse-names": false, "suffix": ""}], "id": "ITEM-1", "issued": {"date-parts": [{"2024"}]}, "title": "The prevalence of sexual violence



and the lack of perspective on gender equality and justice”,”type”:”webpage”,”uris”:[“http://www.mendeley.com/documents/?uuid=b02a9ffb-242f-43f0-bf23-9ebca2f10c11”]],”mendeley”:{“formattedCitation”:”(Fathurozzi, 2024(Siregar, 2022)(Dwiastuti et al., 2022).

Data showed that sexual harassment at campus is a pervasive issues. Global data shows that campus sexual harassment remains high and is often under-reported, indicating significant barriers to addressing these cases (Makin, 2023)(Noer & Kartika, 2022). In Indonesia, according to National Commission on Violence Against Women in 2018-2020 Annual Report, sexual harassment against women often occurs in the personal sphere as well as in the community(Budiarti et al., 2022). Data from the Ministry of Education, Culture, Research and Technology show that cases of sexual harassment on campus continue to increase every year. In East Java Province, several reports show a similar trend, where the campus environment, which should be a safe place, is actually one of the locations prone to sexual harassment.

To address this problem, the government and universities have formed the Task Force for the Prevention and Handling of Sexual Harassment (Satgas PPKS). The role of the Task Force for the Prevention and Handling of Sexual Harassment (Satgas PPKS) is essential to prevent and handle sexual harassment on campus. The PPKS Task Force is tasked with providing education, support, and advocacy for victims and plays an active role in building a campus culture that is safe and free from sexual harassment(Irwan & Djanggih, 2022)(Putri, 2024)

The PPKS Task Force at Universitas Negeri Malang has been formed and active in carrying out its functions. However, there are still major challenges in overcoming the high rate of sexual harassment on campus. The Sexual Harassment Prevention and Handling Task Force (PPKS), Universitas Negeri Malang, noted an increase in complaints of sexual harassment reports in 2024. Several factors contribute to the high rates of sexual harassment on campus. These include a permissive culture towards harassment, gender inequality, lack of education about sexuality and consent, and lack of support systems for victims. A comprehensive approach is needed to overcome this problem, including prevention efforts through comprehensive and gender-sensitive sexuality education(Makin, 2023)(Maulinda et al., 2024)(Saraswati & Sewu, 2022)

One of the causes of the high prevalence of sexual harassment on campus is the lack of effective education that addresses the underlying causes of this problem. The existing educational media is often perceived as monotonous and less attractive to the younger generation, which results in the poor conveyance of information. Therefore, innovation is required in educational media that is not only informative but also interesting and interactive. Innovative educational media plays an important role in sexual harassment prevention efforts, as it can reach a wider audience, deliver more effective messages, and increase the active participation of participants (Hidayat et al., 2021)(Idris et al., 2023).

One innovative approach is the use of flashcards based on game-based learning. This media can integrate enjoyable elements with educational content, facilitating comprehension and retention of key information. The incorporation of flashcards based on game-based learning represents a potential solution to address these limitations. This educational media is designed with an approach that integrates game-based learning. These flashcards present information and encourage active engagement from users, which can enhance memory and understanding related to sexual harassment prevention.

This research aims to develop innovative flashcards based on game-based learning as an educational media for preventing sexual harassment in the campus environment. It is hoped that the results of this research can contribute to the development of a more effective educational model as an effort to prevent sexual harassment and can be widely implemented in higher education.

Literature Review

Feminist theory is a conceptual framework that focuses on analyzing gender inequality and how social and cultural structures construct different roles, rights, and power between men and women. Feminism, in its various waves, has highlighted the importance of education as a tool to fight for equality and empower marginalized



groups, including women. In the context of education, feminist theory encourages the creation of an inclusive and critical environment, where issues such as sexual violence are recognized and taken seriously (Clarke, 2022) (Jaysawal & Saha, 2023) (Sulistiyawan et al., 2022) (Senjaya & Utaminingsih, 2020)

Feminist Theory and Sexual Violence

Through the lens of feminist theory, sexual violence is understood as a direct consequence of power inequalities between men and women perpetuated by patriarchal norms. Feminism sees sexual violence not only as a criminal act, but also as a manifestation of a culture that objectifies women's bodies and reinforces male dominance (Closson et al., 2022) (Gómez-Casillas et al., 2023)

Concepts such as patriarchy and rape culture are key in understanding how sexual violence persists and is often ignored or misunderstood by society. Feminist theory emphasizes the importance of gender equality-based education to challenge and change these norms, as well as encourage critical awareness about sexual violence (Luna & Rubio-Martín, 2022) (Johri, 2023) (Sulistiyawan et al., 2022)

Game-Based Learning and Feminist Theory

The game-based learning approach, especially through the medium of flashcards, has great potential to be integrated with feminist principles in sexual violence prevention efforts. Game-based learning offers an interactive and engaging method to challenge gender stereotypes and promote awareness of sexual violence issues (Jozkowski & Ekbis, 2015) (Gilliam et al., 2016) (Scholes et al., 2014)

In the context of feminist education, flashcards can be designed to present scenarios that encourage critical thinking, enabling students to recognize and confront situations that could potentially lead to sexual violence. Using this approach, students are not only informed, but also trained to develop decision-making skills based on principles of equality and mutual respect (Luna & Rubio-Martín, 2022)

Empirical Review

Various studies have demonstrated the effectiveness of integrating feminist theories in education for sexual violence prevention (Berke & DeFour, 2021) (Chappell et al., 2019) (Kaufman et al., 2022) (Ollis, 2017). These studies highlight how gender-aware education can significantly reduce the incidence of sexual violence in campus settings by building awareness and skills in recognizing and rejecting inappropriate behavior. In addition, some studies show that the use of interactive educational media, such as flashcards, can increase student understanding and engagement in topics that are often considered taboo or difficult to discuss openly (Aulia et al., 2024) (Jozkowski & Ekbis, 2015)

By utilizing creative and interactive media, prevention efforts become more effective and in line with the needs and characteristics of the younger generation. In conclusion, feminist theory provides a strong foundation for the development of educational media such as flashcards in sexual violence prevention efforts. This approach emphasizes the importance of education that not only informs but also empowers, by encouraging critical awareness and attitude change towards sexual violence. In designing flashcards as game-based educational media, feminist principles such as equality, respect for the body, and recognition of women's experiences, should be the main guide. Thus, these flashcards are not only a learning tool, but also an instrument of social change that empowers students to face and prevent sexual violence on campus.

Method

Study design and setting

This study was conducted in September 2023 at the Faculty of Social Sciences, Universitas Negeri Malang. The Faculty of Social Sciences was chosen as the site for the research because it is included as the Sexual Harassment



Prevention and Handling Task Force's (PPKS) program for raising awareness on campus. The research involved 105 students 40 females (mean=19.2) and 65 males (mean=18.86). The ADDIE research model was applied to design and develop the board game(Zhang et al., 2024)(Wang, 2024)

ADDIE procedure

The ADDIE model is an instructional design model that is widely used by many educational designers and training programmers for the development of education and training programs. It was developed in 1975 at the University of Florida. The name is an acronym that represents the five basic steps of this model for designing and developing learning, namely Analysis, Development, Design, Implementation and Evaluation. In the ADDIE model, each step has an outcome that provides the impetus for the next step. However, this process does not require a fixed, linear sequence of steps(Spatioti et al., 2022). The ADDIE model was shown in figure 1.

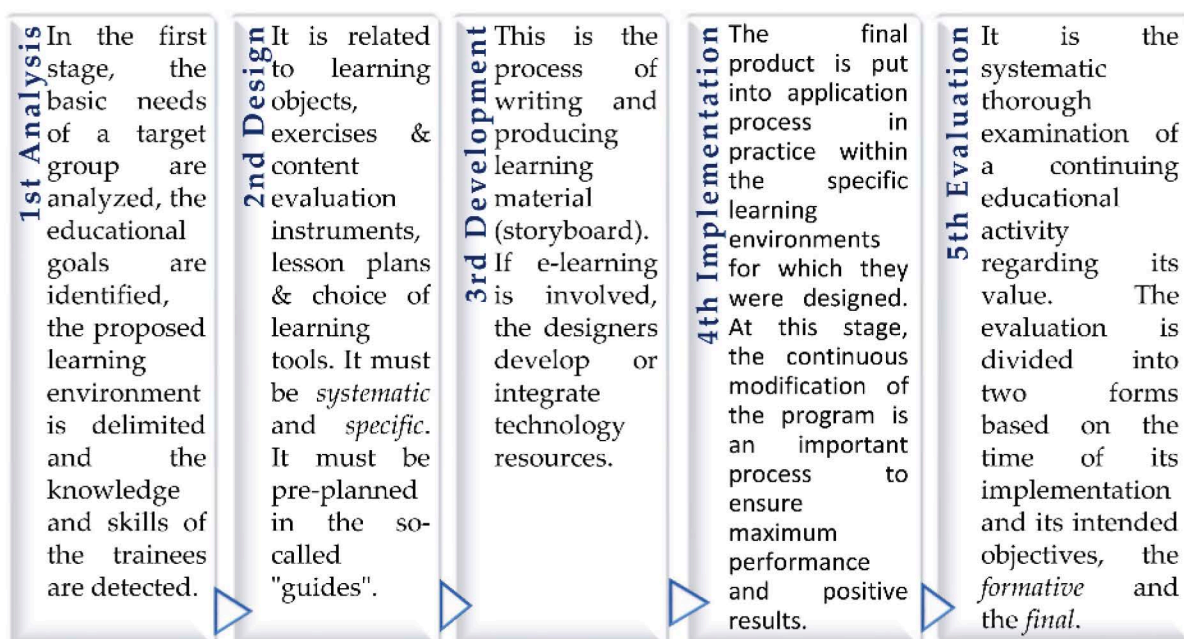


Figure 1. The basic stages of the ADDIE model for the design and development of the learning process

Analysis

Need assessment analysis in this study included the evaluation of current potential and problems in the targeted group using literature review and information gathering from students. The review also aimed to construct the idea of the effective learning media and method in delivering sexual harassment prevention for college students(Wulandari et al., 2023).

Design

The design stage consists of several steps including product design and preparing the questionnaire according to objective in the research(Spatioti et al., 2022).

Development

The content of game-based learning media, consists of several different stories about sexual harassment. The researcher developed flashcards as game-based learning media.

It was based on the learning module on preventing and dealing with sexual harassment in higher education for the Task Force of the Ministry of Education and Culture(Ministry of Culture and Education, 2024). The flashcards were validated by the experts from the PPKS Task Force.

Implementation

Testing and implementation were several sub stages. After the flashcards prototype was created in the previous stage, the eligibility test was done by college students in Universitas Negeri Malang. The eligibility criteria for the flashcards prototype were based on Arikunto's learning media eligibility criteria in table 1 for the details (Arikunto, 2010)(Sugiyono, 2013)

Table 1. Arikunto's Learning Media Eligibility Criteria

Assessment Percentage	Category	Description
81% - 100%	Excellent	No revision needed
61% - 80%	Good	No revision needed
41% - 60%	Good enough	Revision
21% - 40%	Poor	Revision
0 - 20%	Very poor	Revision

The final result of the eligibility test used in this study was the average percentage given by each expert and teacher. Revisions were made when needed based on the result of the eligibility test, which in this study, was considered as the revision. The result of the small group trial was used for the improvement of the flashcards. After several improvements, the flashcards were tested in the primary target group (a large group) on the Faculty of Social Sciences students.

Evaluation

The last stage is the evaluation for discussion of the results of the media and revisions are made if appropriate, in order to have the perfect final results for the game that is being made(Wulandari et al., 2023).

Finding and Discussion FINDING

Analysis

A needs assessment was carried out by interviewing members of the Prevention and Handling of Sexual Harassment and students. Based on the results of the needs assessment, it is known that there are still limited educational and promotional media to raise awareness of sexual violence in the campus environment. This is also confirmed by the results of a survey of students who need more comprehensive, massive and innovative educational media and materials for students.

Design

In this second phase, the researchers started to design the game-based learning media. The design stage included determining the size of the flashcards, colors, images and sexual violence case material. The colors used in this media are blue and yellow, which match the basic colors of the campus of the Universitas Negeri Malang while the flashcards have a size of 7x10,5 centimeters. The image chosen for the media cover is a woman. This is because most victims of sexual violence on campus are women rather than men.

Development

At this stage, the design of the flashcards will be developed into a prototype. Subsequently, the prototype of the flashcards and the content chosen for the research will be tested and validated by experts. The prototype of the flashcards is shown in Figure 2 and 3.





Figure 2. Design front cover of flashcards

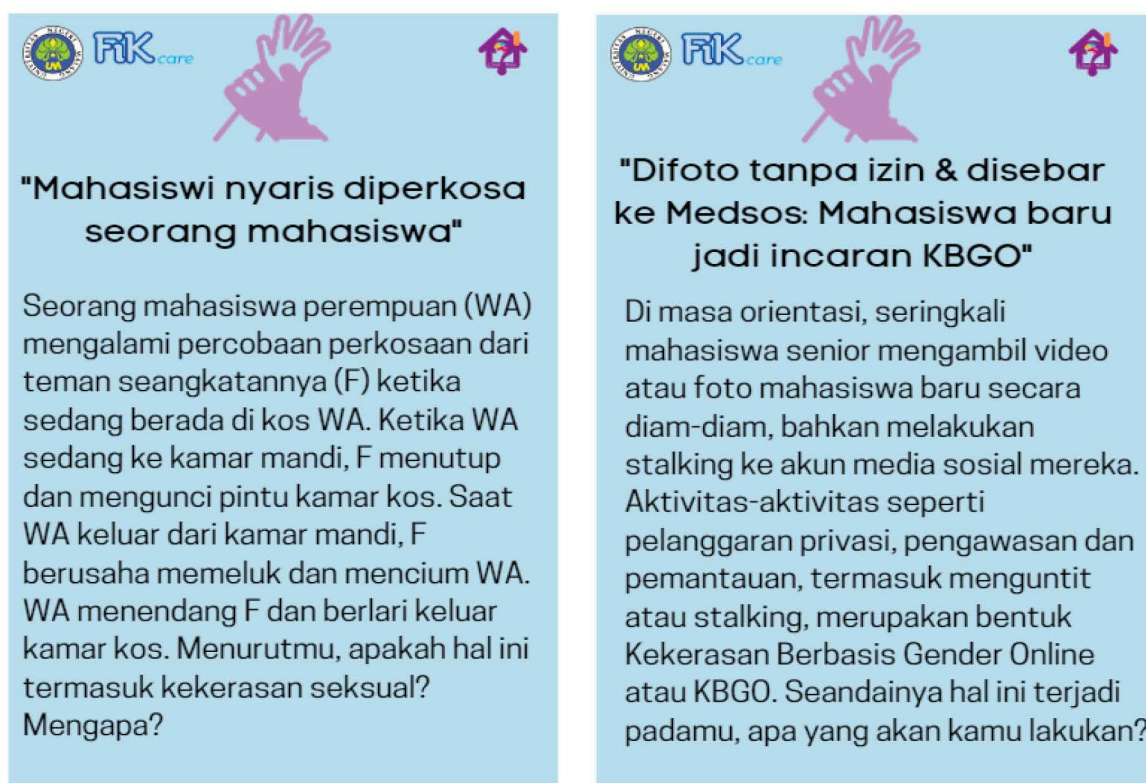


Figure 3. Design content of flashcards

At this stage, flashcards have been validated by the government's Sexual Violence Prevention and Response Monitoring Team. The results were shown in table 2.



Table 2. The validation results of the board game by experts

No	Aspect of Validation	Score
I	Relevance	
	1. Adequacy of the case study with literature or references	4
	2. Suitability of the material for the target age group	5
II	The quality of the presentation	
	3. Systematic and logical presentation of the flash card	4
	4. Attractive and colourful illustrations	4
	5. Availability of instructions for using Flash Cards	3
III	Quality of Language	
	6. Sentences used in Flashcards are according to good and correct Indonesian rules.	4
	7. The language used is simple, straightforward and easy to understand for the target group.	4
	8. The clarity of the interpretation of the sentences used in the flash card material.	4
	9. Precision of sentence structure	4
	10. The terms used do not have multiple meanings or multiple interpretations	5
	11. The language used is familiar or can be understood according to the level of education of the target audience.	5
Total		46
Mean		4.18
Percentage		83.6
Category		Excellent

Implementation

During the implementation phase, the flashcards were evaluated by the PPKS Task Force and college students, and the results of the evaluation are shown in the table below:

Table 3. The assessment results by PPKS Task Force

No	Aspect of Assessment	Score
I	Material of media	
	1. Adequacy with sexual harassment prevention education	4
	2. Suitability of the material for the college students needs	4
II	Usefulness in using the media	
	3. Usefulness of teaching sexual violence prevention	5
	4. Usefulness to achieve the goal of raising student awareness of sexual violence	5
	5. Flashcards can be a medium that increases students' critical thinking.	5
55	6. Students can use the flashcards easily	3
	7. The flashcards can stimulate discussions	5
	8. The suitability of the images employed in the context of sexual violence prevention	4
	9. The images used are interesting	4
Total		39
Mean		4.3
Percentage		86.67
Category		Excellent



Table 4. The assessment results by college students

No	Aspect of Assessment	Score	
		Student 1	Student 2
1	The appearance of flashcards is fascinating	4	4
2	The flashcards are easy to use	3	3
3	The meaning in the flashcards is understandable	5	3
4	The questions in flashcards stimulate critical thinking	5	5
5	Flashcards make it easier to understand the context of sexual violence	5	3
6	The size of flashcards is appropriate	4	4
7	The flashcards can stimulate discussion	5	4
8	The flashcards can be used as simulation or role play media	4	5
9	The language used in the flashcards is easy to understand	4	3
10	The images used are attractive	4	4
11	The type of writing in the flashcards is consistent and appropriate	4	4
12	The font size in the flashcards is consistent and appropriate	4	4
Total		51	46
Mean		4.25	3.83
Percentage		85	76.67
Category		Excellent	Good

After going through the validation and assessment phase, a total of 105 students were made into 18 small groups with a facilitator in each group. Then, each group was given 10 to 15 flashcards. each member had to take 1 card at random and read and answer the questions contained in the card. based on the observation results, each group began to discuss interactively related to the case. Some members still showed difficulty in understanding the context of the cases written on the flashcards. Flashcards were then tried to be used as a simulation or role play media. The students showed enthusiasm when role playing based on the cards received.

Evaluation

Flashcards have been developed as a tool for stimulating discussion and critical thinking among students. However, their efficacy remains limited. This can be seen in the lack of value on the ease of use of the media. The flashcards usage instructions in fact become one of the evaluation materials in the revision of this media in the future.

Discussion

The blue and yellow colors of the flashcards were chosen to match the basic color context of the campus. This section is one of the important points in creating a media design that aims to give a strong impression(Gjoni, 2022). The objective of this color scheme is to convey the message that the education provided is specifically tailored to the campus environment. Therefore, it is expected to bring out the emotions of the students when using the flashcards(Chapman, 2010). Meanwhile, the size of the cards is made according to the size of flashcards in general to make it easier for students to play.

The content of the flashcards has been developed in accordance with the reference provided by the Ministry of Education and Culture. Each card presents one case study related to sexual violence in an academic setting. At the conclusion of the story, a question is posed to stimulate discussion and critical thinking among students(Rahima et al., 2023) (Salmon & Barrera, 2021). Hence, flashcards are designed in the form of games but also case-based learning.



Conclusion

Flashcards have the potential to be developed into a game-based media and case study to facilitate education and raise awareness of preventing sexual violence in the campus environment.

Recommendation

Flashcards can be used in new student orientation sessions as a form of initial education to raise awareness of sexual violence. In addition, the PPKS Task Force can conduct simulations or role-plays of each case on the flashcards with students during subsequent education. Nevertheless, there is a need to further enhance the accessibility of flashcards. Providing systematic and practical instructions on how to play flashcards should be a primary focus of future research.

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