



Moksal Learning Media (Monopoly of Sexual Violence) in Improving Adolescent Knowledge About Sexual Violence Prevention

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ABSTRACT

Background: Early adolescents are an age group that is vulnerable to sexual violence due to low knowledge of interpersonal boundaries. Data from the Magelang City Departement of Community Empowerment, Women, Child Protection, Population Control, and Family Planning 2024-2025 shows that there are 15 cases of sexual violence in adolescents aged 10-13 years who still have a low level of knowledge related to interpersonal boundaries. Efforts have been made by local agencies, including through outreach in schools and child protection campaigns. However, the weakness is that the programs provided are still general in nature and have not been integrated with interactive learning media.

Methods: This study used a quantitative method with a *pre-experimental design of the one group pretest-posttest type*, as well as providing material related to understanding sexual violence prevention, program objectives, types of violence in the virtual and real worlds, and perpetrators of sexual violence. The sample amounted to 55 students in grades V and VI at SDN 1 Tidar, Magelang City, who were selected through the total sampling technique. The research instrument was in the form of a knowledge questionnaire, and data analysis using the *Wilcoxon Signed Ranks test* with an alpha of 5% because the data is not normally distributed.

Results: The results showed a significant increase in knowledge before and after the intervention with Moksal media, with a p-value of 0.000. A weakness of this study is the absence of a control group; however, the accuracy of this learning medium is guaranteed by providing material related to the prevention of sexual violence.

Conclusion: Moksal *learning media* is effective in increasing early adolescents' knowledge about sexual violence prevention

Keyword : *Sexual Violence; Moksal Learning Media*

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Background. Adolescents with all their dynamics and changes, bring significant physical, intellectual, and psychological development, making this time full of challenges and opportunities to grow. Great curiosity, daring to take risks without careful consideration. These risky behaviors and attitudes require reproductive health services in fulfilling adolescent health. Adolescents are the age group of 10 years old until before the age of 18 (Ministry of Health of the Republic Indonesia, 2024)

Classification of Adolescents According to 3, namely; Early adolescents (10-13 years old); Middle Adolescent (Age 14-17 Years); Late teens (18-24 years old). Teenagers have a very

high level of curiosity.(Cut Nadia M. Rahmah, 2024)

Cases of sexual violence in Indonesia continue to show an alarming increase, especially in the adolescent age group. Gender-based violence, especially sexual violence, is something that needs special attention because it has the potential to threaten serious lives, especially for women and girls. Not only is sexual violence against adults increasing, but it also occurs in children (Zahirah et al., 2019)

In addition, many incidents of sexual abuse against children are not reported in reality. Cases like this are usually kept secret because they can cause stigma and embarrassment. Acts of sexual violence that occur in the

elementary school environment are a crucial problem that has the potential to have a sustainable effect on children's growth and development, both physically and mentally (Banvard-Fox et al., 2020)

Many violations occur in Indonesia related to molestation, rape and have shown a significant increase in Indonesia (Dihan et al., 2024). Quoted from the Ministry of Agriculture's website, there were 13,880 cases of violence that occurred against women with 7,359 cases of which were sexual violence which was mostly experienced by adolescents aged 13-17 years with the most perpetrators who committed this violence being girlfriends or friends.(Ministry of Women Empowerment and Protection 2024)

Based on data from the Online Information System for the Protection of Women and Children (Simfoni PPA), it was recorded that in the range of January to June 2024 there were 7,824 cases of violence against children with 5,552 victims of girls and 1,930 victims of boys, where cases of sexual violence still rank first among the highest number of victims from 2019 to 2024.

According to data, sexual violence is the most dominant form of violence experienced by women in Indonesia, reaching (2,228 cases or 38.21%). This is supported by a report by the Central Statistics Agency of Central Java Province (BPS, 2024) The number of children (Age 0-18 years) victims of violence in 2022-2023 in Magelang City amounted to 35 cases with details in 2022 there were 14 cases and in 2023 there were 21 cases in Magelang City. (Komnas Perempuan, 2022)

The Protection of Women and Children (PPA) of the Magelang City Police for approximately 2 years recorded 8 reported cases of sexual violence experienced by teenagers. Based on these reports, it is clear that education on sexual violence prevention should be provided as early as possible to the early adolescent group to help them understand the risks and how to protect themselves

One of the approaches that adolescents want as a form of good communication in opening the way of thinking is through game methods that contain aspect values that can encourage adolescent change (Fitriyanti et al., 2021). The selection of early adolescents as the focus of this study was based on their low level of knowledge about interpersonal boundaries and the concept of sexual violence.

Preventive efforts to protect adolescents from various forms of sexual violence can be done through the use of traditional learning media, such as modified monopoly games with images related to the prevention of sexual violence. The use of this monopoly media is expected to attract the interest of early adolescents while increasing their understanding of how to prevent sexual violence. Monopoly is a learning medium that is commonly played by children. This game is an easy-to-play, fun, and exciting game to play (Riyanti et al., 2023)

According to the results of the study, it can be concluded that learning media is based on monopoly games that can be used effectively in the learning process. (Istiningsih et al., 2021) While the results of the study showed that material experts received a percentage of 86% with a very decent category, learning media experts received a percentage of 81% with very decent qualifications, in addition, based on the students' responses to small group tests with a percentage of 85% who also obtained a decent qualification. Based on this background, the researcher tries to answer the urgent need for violence education to prevent sexual violence among early adolescents through an educational approach that is creative and appropriate to their age.(Rahmadani et al., 2023)

Methods. This study used a pre-experimental experimental design with a single group pre-test and post-test design. This study was conducted at SDN 1 Tidar, Magelang City. Data collection was carried out in September-October 2024. The sample in this study consisted of 56 students aged 10-12 years. This study used a questionnaire to measure the

level of knowledge before and after sexual violence prevention. The questionnaire had been tested for validity by two health promotion lecturers. This study also obtained ethical approval from the Semarang Ministry of Health Polytechnic Health Research Ethics Committee with letter : No. 029/EA/F.XXIII.38/2025. The treatment given was three sessions with an estimated duration of 90 minutes. The statistical analysis used was Wilcoxon to compare the level of knowledge before and after the Moksas (Monopoly of Sexual Violence) game was given.

Result and Discussion. Increasing the knowledge of early adolescents about sexual violence prevention before and after being given Moksas learning media interventions at Public Elementary School 1 Tidar, Magelang City in the following table:

Table 1 Frequency Distribution of Respondents' Knowledge Level Before Being Given Moksas Media

Value	f	(%)
53	1	1.8
60	4	7.3
67	6	10.9
73	14	25.5
80	20	36.4
87	9	16.4
93	1	1.8
Total	55	100%

The data in table 1, before being given an intervention, shows that out of 55 respondents, 36.4% of respondents managed to answer the most correct questions. From this data, it can be seen that the level of knowledge of early adolescents is still below 50%.

This teenager has a great curiosity nature, tends to be very brave to take risks for all actions without careful consideration. If these adolescents make wrong decisions, they themselves will bear the short- or long-term consequences of various physical and psychological health problems (Ruspita Rika et al., 2022)

One of the efforts to be able to increase knowledge about the prevention of sexual

violence in adolescents is through schools. Schools are places or forums for character formation through creative, innovative, and cooperative learning media (Handayani & Lisna, 2022)

Of course, the right learning resources can help achieve the goal of sexual violence prevention knowledge. In addition, the use of interactive learning media helps students understand the material more easily, according to this because learning media offers new and diverse approaches to delivering material. (Mufarrihah et al., 2023)

Table 2 Frequency Distribution of Respondents' Knowledge Level After Being Given Moksas Media.

Value	f	(%)
73	1	1.8
87	9	16.4
93	25	45.5
100	20	36.4
Total	55	100%

The data in table 2, after being given an intervention, shows that out of 55 respondents, 45.5% of respondents managed to answer the most correct questions.

Table 3 Improvement in Knowledge Scores

N	Pre-Test	Post-Test
Minimum	53	73
Median	80	93
Maksimum	93	100

The analysis data shown in Table 3 indicates that knowledge prior to the intervention with Moksas media had a minimum value of 53, a median of 80, and a maximum of 93. However, it can be seen that after the intervention with Moksas learning media, there was an increase or improvement in scores, with a minimum value of 73, a median of 93, and a maximum of 100.

Table 4 Frequency Distribution of Responses

NO	Pretest		Posttest	
	correct	incorrect	correct	incorrect
1.	48 (87.3)	7 (12.7)	55 (100.0)	0 (0.0)
2.	54	1	54	1

	(98.2)	(1.8)	(98.2)	(1.8)
3.	54	1	55	0
	(98.2)	(1.8)	(100.0)	(0.0)
4.	34	21	51	4
	(61.8)	(38.2)	(92.7)	(7.3)
5.	53	2	54	1
	(96.4)	(3.6)	(98.2)	(1.8)
6.	40	15	52	3
	(72.7)	(27.3)	(94.5)	(5.5)
7.	35	20	53	2
	(63.6)	(36.4)	(96.4)	(3.6)
8.	23	32	47	8
	(41.8)	(58.2)	(85.5)	(14.5)
9.	25	30	47	8
	(45.5)	(54.5)	(85.5)	(14.5)
10.	53	2	54	1
	(96.4)	(3.6)	(98.2)	(1.8)
11.	44	11	52	3
	(80.0)	(20.0)	(94.5)	(5.5)
12.	41	14	52	3
	(74.5)	(25.5)	(94.5)	(5.5)
13.	37	18	54	1
	(67.3)	(32.7)	(98.2)	(1.8)
14.	48	7	55	0
	(87.3)	(12.7)	(100.0)	(0.0)
15.	40	15	52	3
	(72.7)	(27.3)	(94.5)	(5.5)

In statements 1, 14, and 15 regarding the understanding of sexual violence prevention, number 1 before intervention (87.3%) of children knew about the meaning of sexual violence prevention, and after intervention, it became (100%) , an increase of 12.7%, which means that the respondents sufficiently understood the definition of sexual violence. Statement 14, regarding watching pornography, also showed an increase in knowledge with the same percentage as statement 1, and statement 15, regarding touching private areas, showed an increase of 21.8% (from 72.7% to 94.5%).

In the statement about preventing sexual violence, question number 4 showed a significant increase of 30.9% (from 61.8% to 92.7%), while question number 6 showed an increase of 21.8% (from 72.7% to 94.5%).

In the statement about types of violence in cyberspace, question number 7 regarding inappropriate comments saw a significant increase of 32.8% (from 63.6% to 96.4%), which means that after the intervention, the respondents understood quite well. Question

number 9 saw a very significant increase of 40% (from 45.5% to 85.5%).

In the statement about types of violence in the real world, number 8 showed an increase of 43.7% (from 41.8% to 85.5%), which means that after the Moksas media intervention, respondents were able to understand it well.

In the last statement regarding perpetrators of sexual violence, number 13, there was an increase of 30.9% (from 67.3% to 98.2%), which means that respondents were able to understand well after being given the Moksas media intervention. Overall, the Moksas media intervention given to respondents was successful and proven effective in increasing knowledge about the prevention of sexual violence.

There was no change or increase in the percentage of responses to statement number 2 regarding the objectives of the sexual violence prevention program, with a result of 98.2%. However, this percentage shows that the respondents sufficiently understood the material presented. The percentage that remained the same or decreased in the statements given indicates that the intervention provided was not fully effective in increasing the respondents' knowledge.

Research conducted on 55 respondents at SDN 1 Tidar, South Magelang, found that the Moksas media intervention increased the knowledge of 99% of respondents. This can be seen from the fact that early adolescents are very interested in the material taught and make the classroom atmosphere fun, active, and successful, which increases the desire to learn and understand the material.

The results of research conducted (Sri et al., 2019), show that the use of small groups significantly improves student learning outcomes compared to traditional methods such as lectures and large group discussions. The average learning outcome score for students in the experimental class (small groups) was 82.28%, higher than the control class (large groups), which only achieved 69.6%. Student activity in small groups was also higher (78.75% active) than in large

groups (31.51% active). This is also in line with research (Ketut Sri Ratnadi, 2018), which found that small group discussion methods can improve students' science learning achievement. The average class score increased from 65.3 to 82.0 after the implementation of the small group method, with the learning completeness percentage increasing from 21.8% to 100%. This shows that small groups are very effective in improving students' understanding and learning achievement.

Research shows (Banvard-Fox et al., 2020) that child sexual abuse is a crime that is rarely reported in the United States. The consequences of child sexual abuse go beyond physical injury, including an increased risk of developing chronic physical and mental illnesses or disorders, including substance abuse and suicide. Recognizing and responding to victims of sexual abuse as a multidisciplinary team will ensure comprehensive care for patients.

Using Moksas learning media, this study found that the media has several significant mechanisms to increase adolescents' knowledge about how to prevent sexual violence. Media Moksas (Monopoly of Sexual Violence) has been registered with Intellectual Property Rights with Number EC002025058630.

First, the type of cards used encourages students to actively participate in obtaining cards and answering questions given by researchers about sexual violence prevention. Second, the time round given to students provides a more equal opportunity for each student to answer questions. Third, because the time given to each student to answer the same question is 10 seconds, there is a sense of responsibility for students to use that time to think actively. Through this mechanism, Moksas learning media effectively increases student participation, responsibility, and self-evaluation in preventing sexual violence committed by learning and playing in early adolescence.

Monopoly learning media has been proven to increase early adolescents' knowledge

about sexual violence prevention. This is in line with research that there is a significant influence between monopoly media on students' interest in learning. (Adventyana et al., 2023)

Students are able to understand the meaning of sexual violence through the moksas learning media used in this study. Violence that is carried out with threats, coercion without consent, and causes discomfort to the victim is called sequel-based violence. Examples of sequel-related violence include pedophilia, molestation, rape, exhibitionism, and child prostitution. (Nuzliati, 2017)

Table 5 Differences in Knowledge Levels Before and After Being Administered By Moksas Media Intervention

	N	Mean	Value p
Pre-test	55	76.24	0.000
Post-test	55	94.20	

The role of Moksas media (Monopoly of Sexual Violence) in this study proved to be effective as an interactive and engaging educational tool for elementary school students. This media not only presents material on the prevention of sexual violence in the form of information, but is also packaged in games that encourage active participation, discussion, and deep understanding. With a fun learning atmosphere, students find it easier to accept the material, remember the information, and apply it in their daily lives. The increase in the average knowledge score from 76.24 before the intervention to 94.20 after the intervention shows that Moksas media plays a significant role in improving students' knowledge. This indicates that the use of game-based educational media can be an effective alternative learning strategy for sensitive topics such as sexual violence prevention.

The limitations of this study lie in its one-group pretest–posttest design without a control group, meaning that the results could be influenced by external factors. The research also focused only on Moksas media, even

though there are many other factors that can influence adolescents' knowledge. In addition, the media used is still traditional and not yet digital-based. To minimize this, the researchers established clear inclusion-exclusion criteria, conducted a pretest to assess initial abilities, and treated all respondents equally so that the results remained in line with the objectives.

Conclusion and Suggestions. The conclusion of this study is that the Moksal (Monopoly on Sexual Violence) learning media has been proven to have a significant effect in increasing early adolescents' knowledge about the prevention of sexual violence, as indicated by a meaningful increase in knowledge scores between the pretest and posttest results. This shows that Moksal is effective as an interactive educational media that is suitable for early adolescents because it is able to convey sensitive material in a fun and easy-to-understand manner. The suggestion for adolescents is to actively participate in counseling, counseling, and other interactive educational media so that their understanding of sexual violence prevention will increase and can be applied in their daily lives.

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