

Sexual harassment prevention application with a Moerija Cultural approach for students with special needs

Savitri Wanabuliandari¹, Sekar Dwi Ardianti², Evanita Evanita³

¹Department of Mathematics Education, ²Department of Primary School Teacher Education, Faculty of Teacher Training and Education, ³Department of Informatics Engineering, Faculty of Engineering Universitas Muria Kudus
Jl. Lkr. Utara, Kayuapu Kulon, Kudus, Center Jawa, 59327, Indonesia

ABSTRACT

ARTICLE INFO:

Received: 2024-06-22
Revised: 2024-07-21
Accepted: 2024-08-10
Published: 2024-08-30

Keywords:

Application,
Harassment, Moerija,
Sexual, Student with
special needs

In Indonesia, the government is trying to safeguard and protect children from sexual crimes. Sexual crimes are particularly vulnerable to students with special needs. These students have limitations and minimal access to sexual education, making them frequent targets of sexual harassment and abuse. Students with special needs are at a higher risk of becoming victims of sexual violence due to their unique vulnerabilities. The impact of such abuse includes inferiority, anxiety, panic, and even depression. This must be addressed immediately, as it can disrupt the psychological and emotional development of students with special needs, hindering their potential to thrive and compete in the increasingly competitive digital era. The aim of this community service activity is to provide digital media with a local Moerija cultural approach to introduce sexual and application-based education. The method used in these community service activities is participant active learning, ensuring engagement and practical application. The results obtained are the development of an application designed to prevent sexual violence, utilizing a culturally relevant Moerija approach to raise awareness and enhance protective measures.

2024 Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
This is an open access article distributed under the CC BY-SA 4.0 license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

How to cite: Wanabuliandari, S., Ardianti, S. D., & Evanita, E. (2024). Sexual harassment prevention application with a Moerija Cultural approach for students with special needs. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 9(3), 753-764. <https://doi.org/10.26905/abdimas.v9i3.13837>

1. INTRODUCTION

In Indonesia, the government strives to protect children from sexual crimes (Permatasari & Adi, 2017; Wajdi & Arif, 2021). According to Komisi Nasional Perempuan (2019), the number of sexual violence cases increased by 79 percent, with 47 percent involving children with special needs (ABK). In 2020, Komnas Perempuan reported that 42 percent of the 77 cases of violence against women with disabilities were sexual violence cases (Komisi Nasional Perempuan, 2020). Sexual crimes are prone to occur against ABK because they tend to be more withdrawn, emotional, and have communication difficulties. ABK have limitations and minimal sexual education, making them frequent targets of harassment and sexual exploitation (Furwasyih & Edyyul, 2022). ABK have a high risk of becoming victims of sexual abuse (Chiamulera, 2016). Sexual abuse can occur anywhere and at any time, including in educational settings. LPSK recorded 107 requests related to criminal acts in the education environment, with 63 percent being

sexual violence cases (Makdori, 2022). In 2013, a physical education teacher in Garut molested five SLB students (DetikNews, 2013). In 2023, an SLB teacher in Cirebon sexually abused ABK students (Ashri, 2023). The impact includes feelings of inferiority, anxiety, panic, and even depression. This issue must be addressed, as it disrupts the psychological development of ABK, hindering their competitiveness in the digital era. ABK need to understand sexual education to protect themselves and as a preventive step against sexual crimes.

One of the schools in Kudus that strives to provide security for ABK is SDLB Sunan Kudus. SDLB Sunan Kudus is under the auspices of Yayasan Al-Achsaniyyah, which also runs the Autis Achsaniyyah Islamic boarding school. SDLB Sunan Kudus is located at Jl. Mayor Kusmanto Gang Flamboyan, RT.4/RW.3, Pedawang, Kec. Bae, Kudus Regency. There are 13 SDLB Sunan Kudus teachers and 25 ABK involved. An interview with Mr. Yudi, a teacher at SDLB, revealed that the school already provides sexual education through gender information using picture media, but there is no media or application that helps or measures ABK's understanding of sexual education. Therefore, the school needs to develop the competencies of teachers to better understand how to introduce sexual education to ABK in schools.



Figure 1. Existing conditions and teacher interviews

Based on the existing conditions, SDLB Sunan Kudus is located quite far from residential areas, and the teaching methods still rely on lectures and posters, with challenges in providing educational facilities. An interview with the head of SDLB Sunan Kudus, revealed that the school does not provide specific sexual education. The school introduces gender (male and female) as a form of sexual education, but the media for introducing sexual education, particularly related to sexual violence prevention, is still minimal. In fact, ABK are vulnerable to sexual harassment, making sexual education crucial. One of the causes of child sexual violence is the lack of early sexual and reproductive health education (Abbas et al., 2017; Ardianti & Ristiyani, 2017; Olii et al., 2021; Widodo & Nita, 2019). Sexual education helps children better understand their bodies, know their authority over their own bodies, and respect the rights and bodies of others (Rahmawati, 2020). Sexual education is essential in preventing child sexual violence and building protection for sexual safety and security.

Observations show that ABK have limited understanding of gender, sexual organs, and their care, how to properly cover important body parts, appropriate interaction etiquette with the opposite sex, which body parts can be touched, types of sexual diseases, sexual violence, prevention, and how to handle it. This indicates that ABK have insufficient knowledge related to preventing sexual abuse, thus requiring appropriate media to help introduce sexual education to them. One way to introduce sexual education is through the development of digital media based on applications.

An application is a computer program created by users for specific tasks. Programs are categorized into two types: general-purpose application programs and specific-purpose application programs (Kadir,

2013). The introduction of sexual education can be developed in the form of a mobile application (Android) through a web-based back-office data management system, linked with local culture to make it effective and easy to use. An application that incorporates local Moerija culture can enhance ABK's knowledge, considering that local Moerija culture is increasingly fading. Utilizing Android-based mobile applications containing local cultural content can facilitate the learning process for teachers and students with special needs (Rendrahadi et al., 2017; Zaharudin et al., 2024; Zahid, 2018). Observations with teachers at SDLB Sunan Kudus indicate that there is no digital media related to culture and application-based tools for introducing sexual education. Therefore, the development of digital media through the local Moerija cultural approach is needed to introduce sexual education.

Based on the situational analysis, it is necessary to develop a Sexual Violence Prevention Application with a Moerija Cultural Approach through the empowerment of SDLB Sunan Kudus teachers. The application is developed using the Moerija culture, which means raising local cultural themes to introduce sexual education. The Sexual Violence Prevention Application with a Moerija Cultural Approach serves as a tool to prevent sexual violence against ABK (children with special needs) by using the local Moerija cultural approach, which includes providing materials and questions related to children's sexual education, offering consultation tools with teachers if they experience signs of sexual harassment, and a "Response" button that, when pressed during sexual harassment, will sound an alarm and connect to the teacher's phone. The application is designed to be easily accessible and practical for both ABK and teachers. It is hoped that this application will help prevent sexual harassment, thus providing a sense of safety for ABK.

This Community Service Program (PKM) activity has the vision and mission of introducing teachers to the development of digital media through a local Moerija cultural approach to prevent sexual violence. The Moerija local cultural approach is used because ABK are less familiar with the local Moerija culture, even though local cultural values can help introduce and instill love for the nation's culture. For example, the meaning behind the clothing of Kretek dancers—where the dancers wear closed clothing covering important areas that should not be touched by the opposite sex—helps avoid sexual harassment. The local cultural approach is employed as a method of both cultural preservation and early introduction, helping ABK develop a sense of ownership and better understand sexual education material. The goal of this PKM activity is to provide digital media with a Moerija local cultural approach to introduce sexual education through an application-based platform.

2. METHODS

The PKM activity was carried out at SDLB Sunan Kudus, located at Jl. Mayor Kusmanto Gang Flamboyan, RT.4/RW.3, Pedawang, Kec. Bae, Kudus Regency. The number of partners involved includes 13 teachers from SDLB Sunan Kudus, and this PKM aims to improve the quality of education and help preserve the local Moerija culture, which is a hallmark of the region. The method of implementing the community service consists of steps taken to execute the solution, the approach method for the implementation, partner participation in the program, and evaluation of the program. The method used in training and assistance based on this approach is through discussion and Q&A sessions, involving participants in the development of the Sexual Violence Prevention Application with a Moerija Cultural Approach.

The discussion method engages participants to discuss and complete tasks during the mentorship. This aims to foster interaction between the community service team and participants to exchange thoughts and ideas. The Q&A method is conducted to clarify information, knowledge, and concepts.

Participants are given the opportunity to ask questions to the community service team to obtain clarity on information they may not know, and vice versa.

The work procedure steps in this PKM activity include needs analysis, planning and development, and evaluation. The specific stages of the activity are: (1) Analyzing the need for digital media through the local Moerija cultural approach. In this phase, reference sources are gathered, and literature studies on sexual harassment prevention using the local Moerija cultural approach are conducted; (2) The application is then designed and developed, followed by the addition of the "TANGGAP" Button. When pressed, it will sound an alert and connect to the teacher's phone if the child with special needs (ABK) experiences sexual harassment. The design of the Sexual Violence Prevention Application with the Moerija Cultural Approach can be seen in Figure 2.



Figure 2. Design of application to prevent sexual violence using Moerija Cultural Approach

(3) Next is the evaluation stage of the Moerija Cultural Approach Sexual Violence Prevention Application. The evaluation was conducted to find obstacles in the design and development of the Moerija Cultural Approach Sexual Violence Prevention Application.

The approach used in this community service activity is participant active learning, as all participants are expected to actively engage in the mentoring activities. The form of this community service is interactive training and mentoring, creating a two-way interaction between the community service team and the participants. This is aimed at giving the teachers at SDLB Sunan Kudus the opportunity to contribute ideas, thoughts, opinions, creativity, and experience in the development of the Moerija Culture-Based Sexual Violence Prevention Application.

The method used in training and mentoring, based on this approach, involves discussion and Q&A sessions where participants are actively involved in developing the Moerija Culture-Based Sexual Violence Prevention Application. The community service partners, including the teachers and students of SDLB Sunan Kudus, serve as the subjects of the mentoring and training in resolving the priority issues agreed upon by the community service team and the SDLB Sunan Kudus Headmaster.

There are 13 SDLB Sunan Kudus teachers and 25 special needs children (ABK) involved as partners. The partners act as participants in the mentoring and training, contributing to the development of the application. The application is developed using the Moerija cultural approach, focusing on local cultural themes to introduce sexual education. The partners are those who are familiar with the priority issues in the field, making them key collaborators with the community service team to address these issues. The success of the PkM is measured by the availability of a digital media application related to culture and developed as a mobile (Android) and web-based platform to introduce sexual education.

3. RESULTS AND DISCUSSION

Results

The implementation of PKM activities was carried out at SDLB Sunan Kudus. There are several stages in the development of the Moerija Cultural Approach Sexual Violence Prevention Application, namely Needs Analysis, Design and Development, and Evaluation.

Analysis of the needs of the Moerija Cultural Approach to preventing sexual violence application

The interview with the head of SDLB Sunan Kudus, Mrs. Hesti, revealed that teachers have been providing sexual education to their students, but it is limited to introducing male and female genders. She also mentioned that the lack of learning media makes it difficult for teachers to teach sexual education. This means that the school has been trying to instill sexual education, but is hindered by the lack of appropriate learning media. Sexual education needs to be introduced early in schools, especially for special needs children (ABK), as their knowledge of sexual behavior is still low, increasing the risk of sexual violence (Handayani et al., 2019). Education about sex is not taboo and should be introduced early (Ardianti & Ristiyani, 2017). Learning about sex provides children with essential knowledge for their future and helps prepare them mentally (Kholis & Pranoto, 2022). Teaching materials need to be tailored to ABK students using engaging and non-monotonous media because ABK students easily get bored and distracted, one effective method being interactive digital media (Wanabuliandari et al., 2024).

Based on interviews with 13 teachers from SDLB Sunan Kudus, it was found that teachers face difficulties in teaching sexual education due to limited learning facilities. Teachers have never used any media in introducing sexual education, relying only on verbal explanations. Additionally, the teachers believe that learning media is important for these students because they need visualization to better understand sexual education. Introducing sexual education can help protect students from sexual violence. Learning media plays an important role in delivering educational messages (Gerda et al., 2022). The use of engagingly designed digital learning media can increase the motivation of special needs students (ABK), making it easier for them to understand the material being taught (Fernández-Batanero et al., 2022).



Figure 3. Observation and interview with teachers of Sunan Kudus Special Needs School

The results of observations with students show that their knowledge about sexual education and sexual violence is still minimal. Many students do not understand what areas of their bodies can be touched and which cannot. Additionally, 25 special needs children (ABK) are unaware of sexual violence and what to do if they experience it. This is certainly dangerous if left unaddressed, as children with special needs are vulnerable to sexual violence. Therefore, understanding sexual education is crucial for

special needs children. The urgency of sexual education for special needs children aims to prevent sexual abuse by helping them recognize signs of potential abuse, understand body parts and their gender identity, teach the importance of privacy in easily understandable language, and instill the significance of consent and boundaries (Ummah et al., 2023).

Furthermore, interviews with teachers and students indicate that students' knowledge about the surrounding culture is also limited, and teachers are not sufficiently introducing local culture to their students. The local culture referred to is the Moerija culture, which pertains to the culture around Mount Muria. The areas surrounding Mount Muria include Kudus, Pati, and Jepara. Moerija culture can be utilized in instilling sexual education. Learning that incorporates cultural content can foster a sense of love for the homeland among students and reduce the influence of foreign cultures on them (Sumarni et al., 2024). Additionally, applying local culture in teaching special needs children makes the learning experience more meaningful (Wanabuliandari & Purwaningrum, 2018).

Planning and development of sexual violence prevention applications using the Moerija Cultural Approach

In the planning and development activities for the media, a Focus Group Discussion (FGD) was conducted first to identify the needs of the users. From the results of the FGD with the PKM team and partners, the development of the media was planned by utilizing several components. The components include sexual education content and Moerija cultural content as a means to prevent sexual violence. The sexual education content relates to the introduction of body parts to help students recognize their bodies and gender; an introduction to sexual harassment to identify what can and cannot be touched, as well as how to respond to signs of potential sexual abuse. Additionally, the media development also utilizes technology to enhance students' technological awareness and make it easier for teachers to instill sexual education in special needs children. The application is developed using Moerija culture, meaning it highlights local cultural themes in introducing sexual education. The application will also provide assessments to determine how well students understand the material. This planning will then begin to be developed in the form of the Moerija Cultural Approach Sexual Violence Prevention Application. Figure 4 is an overview of the planning and development of the application.

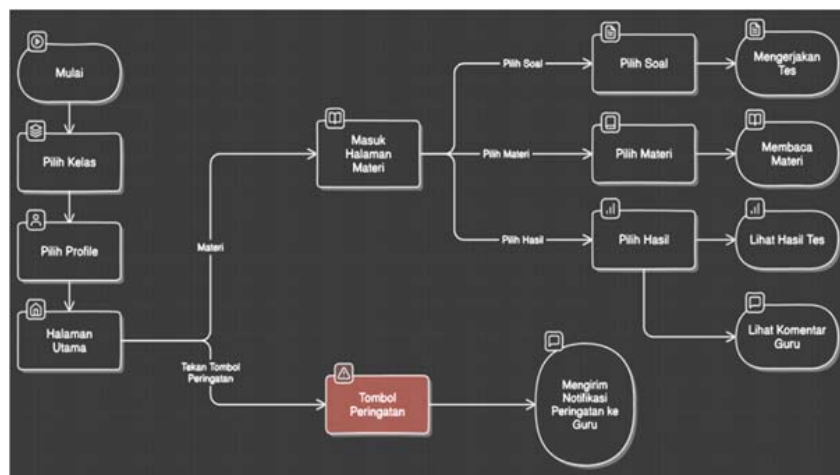


Figure 4. Application planning and development

Sexual harassment prevention application with a Moerija Cultural approach for students with special needs

Savitri Wanabuliandari, Sekar Dwi Ardianti, Evanita Evanita

The Moerija Cultural Approach Sexual Violence Prevention Application (APSEN) was developed by the PKM team with attention to the needs of teachers and students in the field. This application is designed to prevent sexual violence through the instillation of sexual education. The result of this PKM initiative is the availability of the APSEN application. Through this application, it will provide benefits for special needs children in understanding sexual education. The developed application is Android-based. Below is the homepage shown in Figure 5. On homepage (Figure 5a), users will see the application's image and title. Users must click the start button to proceed to the next page. Next is the authentication page. On the authentication page, users will be asked whether they are a teacher or a student (Figure 5b). Next is the login page for students. On the student login page, users will select the class and student photo to be recognized. Then click login (Figure 5c). The Figure 5d is the login page for teachers. On the teacher login page, users will be asked to enter the username and password that the teacher already has. Then click enter.

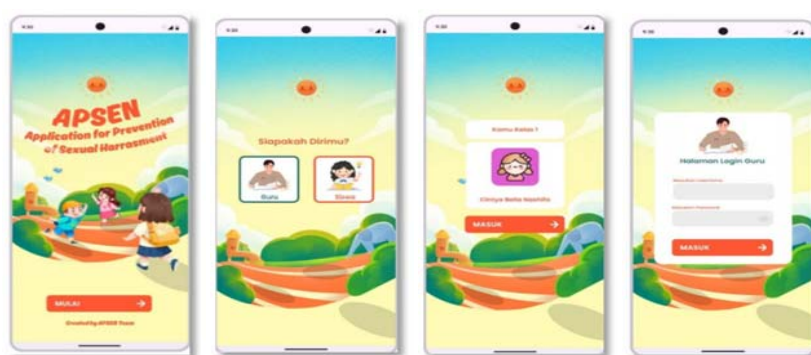


Figure 5. Application for preventing sexual violence with a Moerija Cultural Approach: (a) Homepage of APSEN; (b) Authentication page of APSEN; (c) Login page for students; (d) Login page for teachers

Next is the main student page (Figure 6a). On this page, students can choose to enter the material page. There are several materials prepared such as body part introduction material, sexual harassment, prevention of sexual harassment through local Moerija culture, and what to do when experiencing sexual harassment. In addition, an emergency button was developed. Students can press the emergency button when experiencing sexual harassment. The student's learning page consists of materials, test questions, and test results (Figure 6b). On this page, students can see the learning of the material that was clicked on the previous page. The student's examination page is used to determine students' understanding of the material given (Figure 6c). On this page, students will work on questions with positive and negative choices. The student's score page contains the results of the work on the questions and can find out the extent of the understanding criteria for children with special needs (Figure 6d). In addition, children with special needs can see comments from the teacher. On the teacher's commentary page (Figure 6e), teachers can monitor student progress and provide comments in written or voice form to strengthen student understanding.

APSEN evaluation

At this stage, the PKM team conducts an evaluation of the APSEN application in terms of design, content, and ease of use. The results of this evaluation will be used to improve the Application for Preventing Sexual Violence Based on Moerija Culture. The evaluation is carried out to identify any program errors during operation, mistakes in the sequence of materials, and the practicality of use.



Figure 6. (a) Homepage for students; (b) Student's learning page; (c) Student's examination page; (d) Student's score page; (e) Teacher's commentary page

Discussion

In the PKM activities, the goal is to develop the Application for Preventing Sexual Violence Based on Moerija Culture, or APSEN. The development of this application goes through several stages, including needs analysis, application planning and development, and evaluation.

The needs analysis is conducted through interviews and observations with both students and teachers. The results of the interviews with teachers revealed that while they have introduced sexual education, it has been limited to the recognition of gender. Teachers also face challenges in developing sexual education media due to limited competencies. Additionally, students with special needs have difficulties in understanding sexual education materials, indicating a need for visual aids to illustrate the content.

Observations and interviews with students showed that several have not yet grasped the concepts of sexual education. It is important for sexual education to be taught and to receive attention from teachers at school, as research indicates that children with special needs are three times more likely to experience sexual violence (Furwasyih & Edyyul, 2022). Children with knowledge of sexual matters can

better prevent sexual violence against themselves (Handayani et al., 2019). Those equipped with sexual education can recognize behaviors that constitute sexual violence, allowing them to protect themselves (Suntari, 2022). This sexual education includes understanding gender, recognizing body parts that should not be touched, identifying signs of sexual violence, and knowing how to respond.

Moreover, students' knowledge of the surrounding culture remains minimal, even though this can be utilized to enhance their understanding of sexual education. Therefore, schools require media to help introduce practical sexual education. One effective medium for this purpose is the development of a digital application. The use of digital media for children with special needs can aid in conveying information and increase student motivation (Fernández-Batanero et al., 2022). Additionally, introducing sexual education through local cultural content can foster a sense of patriotism among students while making the learning process more enjoyable and engaging (Yuningsih & Andriani, 2022).

After conducting the needs analysis, the planning and development activities were continued. In the planning and development activities, focus group discussions (FGD) were held to identify the needs of the partners. Based on the results of the FGD with the PkM team and partners, the media development was planned utilizing several components. The components include sexual education content and Moerija cultural content as a prevention of sexual violence. Learning using local cultural content makes the information received by children with special needs more meaningful (Wanabuliandari & Purwaningrum, 2018). Additionally, the media development also utilizes technology to make students more technologically literate and to facilitate teachers in instilling sexual education for children with special needs. For children with special needs, the use of technology has the potential to enhance function, reduce activity limitations, promote social inclusion, and increase student participation in receiving information (Azizah & Hendriani, 2024). The application will also provide an evaluation to determine how well students understand the material. This planning was then developed into the application for preventing sexual violence based on the Moerija culture.

Subsequently, the Application for Preventing Sexual Violence Based on Moerija Culture was developed by the PkM team, taking into account the needs of teachers and students in the field. This application was developed to prevent sexual violence through the instillation of sexual education. The outcome of this PkM is the availability of the Application for Preventing Sexual Violence Based on Moerija Culture, referred to as APSEN. Through this application, it will benefit children with special needs in understanding sexual education. The developed application is Android-based. According to Nugroho (2017), using an application to educate sexual education to children with special needs is enjoyable for them. Furthermore, the Android-based application can be used anytime and anywhere, making the information received easier for students to remember (Maulidiyah, 2020). Additionally, the advantages of the Application for Preventing Sexual Violence Based on Moerija Culture or APSEN lie in its content, evaluation, and emergency button. Several materials have been prepared, such as content on body part recognition, sexual harassment, prevention of sexual harassment through local Moerija culture, and actions to take when experiencing sexual harassment. An emergency button was also developed so that students can inform teachers if they experience sexual violence. Evaluation is conducted through tests to determine students' understanding of the material. Moreover, students and teachers can view student scores and understanding categories. Students can see teachers' comments to motivate them. Teachers can provide comments in both written and voice forms, making it easier for teachers to motivate students. Therefore, these advantages will facilitate teachers in instilling sexual education to prevent sexual harassment.

Follow-up actions were conducted through the evaluation of the application. This evaluation was viewed from several aspects, namely design, content, and usability. The design aspect received revisions

related to the content aspect, where several revisions were needed to strengthen the cultural content. Then, regarding usability, no revisions were necessary as it was already user-friendly. This evaluation was carried out for the improvement of the Application for Preventing Sexual Violence Based on Moerija Culture or APSEN. Thus, the Application for Preventing Sexual Violence Based on Moerija Culture or APSEN can be utilized and used by teachers and students.

4. CONCLUSION AND RECOMMENDATIONS

This PkM activity aims to provide digital media with a local Moerija cultural approach to introduce sexual education through an application-based platform. From the needs analysis, it was found that teachers and students require learning media that can instill sexual education. Planning was conducted through focus group discussions (FGD) with consideration of the school's needs. The development utilized technology by leveraging features that facilitate both teachers and students. During the evaluation phase, the PkM team observed challenges in using the Application for Preventing Sexual Violence Based on Moerija Culture, or APSEN. It is hoped that through the development of the Application for Preventing Sexual Violence Based on Moerija Culture, or APSEN, teachers can use it to introduce sexual education and help prevent sexual violence among students with special needs.

The Moerija Cultural Approach Sexual Violence Prevention Application or APSEN needs to be more socialized and promoted so that it is better known and useful. In the future, applications can be developed to prevent other types of violence so that they can help Children with Special Needs in society.

ACKNOWLEDGEMENTS

Gratitude is expressed to all parties involved in implementing community service and to the Directorate General of Higher Education, Research, and Technology of the Ministry of Education, Culture, Research, and Technology, the Institute for Research and Community Service (LPPM) of Muria Kudus University and the Sunan Kudus SDLB teacher group.

REFERENCES

- Abbas, M., Hadijono, S., Emilia, O., & Hartono, E. (2017). Pengaruh konseling saat persalinan terhadap kepesertaan keluarga berencana pasca salin di Kabupaten Kolaka. *Jurnal Kesehatan Reproduksi*, 4(2), 127-134. <https://doi.org/10.22146/jkr.35425>
- Ardianti, S. D., & Ristiyani, R. (2017). Pemahaman pendidikan seks usia dini melalui modul anggota tubuh manusia. *Jurnal Pendidikan Sains Universitas Muhammadiyah Semarang*, 5(2), 65-70. <https://doi.org/10.26714/jps.5.2.2017.65-70>
- Ashri, A. F. (2023, February 24). *Bekas guru SLB di Cirebon diduga cabuli penyandang disabilitas*. DetikNews. Retrieved from: <https://www.kompas.id/baca/nusantara/2023/02/24/bekas-guru-slb-di-cirebon-diduga-cabuli-penyandang-disabilitas>
- Azizah, N., & Hendriani, W. (2024). Implementasi penggunaan teknologi digital sebagai media pembelajaran pada pendidikan inklusi di Indonesia. *Jurnal Educatio FKIP UNMA*, 10(2), 644-651. <https://doi.org/10.31949/educatio.v10i2.8586>
- Chiamulera, C. (2016, April 1). *Children with disabilities and sexual abuse: Risk factors and best practices*. American Bar Association. Retrieved from: https://www.americanbar.org/groups/public_

Sexual harassment prevention application with a Moerija Cultural approach for students with special needs

Savitri Wanabuliandari, Sekar Dwi Ardianti, Evanita Evanita

interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-35/april-2016/children-with-disabilities-and-sexual-abuse—risk-factors-and-be/

- DetikNews. (2013, April 8). *Guru olahraga yang cabuli 5 siswi SLB di Garut ditahan*. DetikNews. Retrieved from: <https://news.detik.com/berita/d-2214494/guru-olahraga-yang-cabuli-5-siswi-slb-di-garut-ditahan>
- Fernández-Batanero, J. M., Montenegro-Rueda, M., & Fernández-Cerero, J. (2022). Access and participation of students with disabilities: The challenge for higher education. *International Journal of Environmental Research and Public Health*, 19(19), 11918. <https://doi.org/10.3390/ijerph191911918>
- Furwasyih, D., & Edyyul, I. A. (2022). Pengaruh pemberian edukasi tentang pendidikan seksual pada anak berkebutuhan khusus dengan tingkat pengetahuan guru Sekolah Luar Biasa (SLB). *Jurnal Kesehatan Mercusuar*, 5(2), 33-40. <https://doi.org/10.36984/jkm.v5i2.308>
- Gerda, M. M., Wahyuningsih, S., & Dewi, N. K. (2022). Efektivitas aplikasi sex kids education untuk mengenalkan pendidikan seks anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3613-3628. <https://doi.org/10.31004/obsesi.v6i4.2170>
- Handayani, E. S., Yamtinah, S., & Kristiyanto, A. (2019). Analisis kebutuhan guru sekolah luar biasa (SLB) terhadap program pendidikan seksual bagi siswa tunarungu. In *Prosiding Seminar Nasional Kesehatan Masyarakat Universitas Muhammadiyah Surakarta 2019*.
- Kadir, A. (2013). *Zero A to A pro-pemrograman aplikasi Android*. Yogyakarta: CV. ANDI Yogyakarta. <https://doi.org/10.13140/2.1.1589.0563>
- Kholis, M., & Pranoto, Y. K. S. (2022). Literatur review: Efektivitas penerapan pendidikan seksual di sekolah formal untuk anak usia dini. In *Prosiding Seminar Nasional Pascasarjana*, 5(1), 635-640.
- Komisi Nasional Perempuan. (2019, March 6). *Korban bersuara, data bicara: Sahkan RUU penghapusan kekerasan seksual sebagai wujud komitmen negara*. Komisi Nasional Anti Kekerasan Terhadap Perempuan. Retrieved from: <https://komnasperempuan.go.id/catatan-tahunan-detail/lambar-fakta-dan-poin-kunci-catatan-tahunan-komnas-perempuan-tahun-2019>
- Komisi Nasional Perempuan. (2021, March 5). *Perempuan dalam himpitan pandemi: Lonjakan kekerasan seksual, kekerasan siber, perkawinan anak, dan keterbatasan penanganan di tengah Covid-19*. Komisi Nasional Anti Kekerasan Terhadap Perempuan. Retrieved from: <https://komnasperempuan.go.id/siaran-pers-detail/catahu-2020-komnas-perempuan-lambar-fakta-dan-poin-kunci-5-maret-2021>
- Makdori, Y. (2022, January 6). *LPSK: Tahun 2021 ada 228 anak ajukan perlindungan, 65 persen korban kekerasan seksual*. Merdeka.Com. Retrieved from: <https://www.merdeka.com/peristiwa/lpsk-tahun-2021-ada-228-anak-ajukan-perlindungan-65-persen-korban-kekerasan-seksual.html>
- Maulidiyah, F. N. (2020). Media pembelajaran multimedia interaktif untuk anak tunagrahita ringan. *Jurnal Pendidikan*, 29(2), 93-100. <https://doi.org/10.32585/jp.v29i2.647>
- Nugroho, A. S. (2017). *Aplikasi pembelajaran pendidikan seksualitas untuk anak autis* [Thesis, Universitas Islam Indonesia].
- Olii, N., Rasyid, P. S., Yulianingsih, E., & Sujawati, S. (2021). Pemberdayaan remaja desa dalam upaya peningkatan kesehatan reproduksi dan pencegahan Covid-19. *JMM (Jurnal Masyarakat Mandiri)*, 5(1), 188-195. <https://doi.org/10.31764/jmm.v5i1.3742>
- Permatasari, E., & Adi, G. S. (2017). Gambaran pemahaman anak usia sekolah dasar tentang pendidikan seksual dalam upaya pencegahan kekerasan seksual pada anak. *The Indonesian Journal of Health Science*, 9(1). <https://doi.org/10.32528/the.v9i1.1264>

- Rahmawati, R. (2020). Nilai dalam pendidikan seks bagi anak usia dini. *Islamic EduKids*, 2(1), 25-39. <https://doi.org/10.20414/iek.v2i1.2273>
- Rendrahadi, R., Handojo, A., & Setiawan, A. (2017). Aplikasi pembelajaran pengenalan budaya Indonesia pada mobile device berbasis Android. *Jurnal Infra*, 5(1), 6-10.
- Sumarni, M. L., Jewarut, S., Silvester, S., Melati, F. V., & Kusnanto, K. (2024). Integrasi nilai budaya lokal pada pembelajaran di sekolah dasar. *Journal of Education Research*, 5(3), 2993-2998. <https://doi.org/10.37985/jer.v5i3.1330>
- Suntari, N. L. P. Y. (2022). Media edukasi untuk meningkatkan pengetahuan anak tuna rungu tentang perlindungan keselamatan dan keamanan seksual. *Journal of Education Action Research*, 6(2), 277-285. <https://doi.org/10.23887/jear.v6i2.43364>
- Ummah, S. M., Akmalia, D. N., Maura, A. S., Avianika, K. A., & Hamidah, S. (2023). Pendidikan seks bagi anak tunagrahita di SLB Purnama Asih. *Jurnal Bintang Pendidikan Indonesia*, 1(2), 169-176.
- Wajdi, F., & Arif, A. (2021). Pentingnya pendidikan seks bagi anak sebagai upaya pemahaman dan menghindari pencegahan kekerasan maupun kejahatan seksual. *Jurnal Abdimas Indonesia*, 1(3), 129-137. <https://doi.org/10.53769/jai.v1i3.130>
- Wanabuliandari, S., & Purwaningrum, J. P. (2018). Pembelajaran matematika berbasis kearifan lokal Gusjigang Kudus pada siswa slow learner. *EduMa: Mathematics Education Learning and Teaching*, 7(1), 63-70.
- Wanabuliandari, S., Ulya, F. F., Sumaji, S., Ardianti, S. D., & Ghozali, M. I. (2024). Pengaruh model pembelajaran matematika realistik berbantuan modul digital interaktif berbasis keunggulan lokal Pantura Jawa Tengah terhadap kecerdasan logis matematis siswa mental retardation. *Kognitif: Jurnal Riset HOTS Pendidikan Matematika*, 4(1), 271-280. <https://doi.org/10.51574/kognitif.v4i1.1380>
- Widodo, S. T. M., & Nita, V. (2019). Pencegahan bullying di sekolah dasar melalui pendidikan kesehatan reproduksi. *Jurnal Komunikasi Pendidikan*, 3(1), 65-75. <https://doi.org/10.32585/jkp.v3i1.256>
- Yuningsih, T., & Andriani, A. (2022). Mengintegrasikan pendidikan seksual dengan mapel lain. *PRIMARY*, 1(5), 285-295.
- Zaharudin, R., Izhar, N. A., & Hwa, D. L. (2024). Evaluating mobile application as assistive technology to improve students with learning disabilities for communication, personal care and physical function. *International Journal of Learning, Teaching and Educational Research*, 23(8), 19-37. <https://doi.org/10.26803/ijlter.23.8.2>
- Zahid, M. Z. (2018). Aplikasi berbasis Android untuk pembelajaran: Potensi dan metode pengembangan. In *PRISMA: Prosiding Seminar Nasional Matematika*, 1, 910-918.
-