



The Transformation of Teenagers Attitudes Toward Sexual Harassment Through Psychoeducational Video Interventions

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Abstract

Sexual harassment among adolescents is a growing concern, particularly within school environments. Bandung has been identified as one of the regions with the highest rates of sexual violence in West Java, indicating a critical need for effective educational interventions. One promising method is psychoeducational video, which has the potential to engage students emotionally, capture their attention, and enhance memory retention. This study employed a quasi-experimental one-group pretest-posttest design involving 21 eighth-grade students from a public junior high school in Bandung, selected using purposive sampling. The instrument used was the Sexual Harassment Attitude Scale (SHAS), with a reliability coefficient of α 0.871. The results of the analysis show that psychoeducation in the form of videos has a significant influence on changes in students' attitudes regarding sexual harassment with a significance value ($p = 0,031$). That is, the results show that after watching the psychoeducational video, there is a real change in attitude in students in the form of a more conscious, critical, and non-permissive attitude towards sexual harassment.

Keywords: psychoeducation, sexual harassment, adolescent attitude, junior high school students, quasi-experimental design.

1. Introduction

Sexual harassment is a form of demeaning or insulting someone related to sexuality, gender, or sexual activity. According to *Kamus Besar Bahasa Indonesia (KBBI)*, this term comes from the word "harassing", which means looking down on or ignoring, and "sexual", which is related to sex or gender. Therefore, sexual harassment reflects a form of attack on the dignity and personal integrity of individuals, especially when such actions are carried out without consent and violate human rights (Sari et al., 2022).

The phenomenon of sexual harassment against children and teenagers in Indonesia shows an increasing trend from year to year. West Java is listed as the province with the highest number of sexual violence nationwide, with 1,366 victims in 2023, and Bandung City is one of the areas with the highest case rate. This condition is worrying considering that adolescence is a developmental phase characterized by emotional and social vulnerability, as well as the emergence of interest in the opposite sex. Without adequate understanding, teenagers are at high risk of becoming victims or perpetrators of sexual harassment without being aware of the impact or violations that occur (Sisk & Gee, 2022).

From the perpetrator's side, exploratory research in Indonesia shows that most acts of sexual violence are triggered by the dynamics of the power relationship, which is when the perpetrator feels that he has more power than the victim. Factors such as chance, past experience, and lack of self-control are also triggers for the occurrence of these violent acts (Purwanti et al., 2024). Meanwhile, from the victim's side, the impact is no less serious. Research shows that victims of sexual harassment tend to experience psychological disorders such as anxiety, trauma, depression, withdrawal behavior (withdrawal), and even suicidal thoughts.

Unfortunately, there are still many teenagers who do not realize that their experience is a form of sexual harassment, either verbally, visually, or through online media. This low understanding is influenced by various factors, including the cultural assumption that sex education is taboo, lack of formal education in school, and individual ignorance of personal limitations and rights to their own bodies (Aulia et al., 2023). This condition can cause the victim to be unable to recognize the violation, so there is a risk of experiencing repeated and long-term violence, as well as experiencing psychological impacts such as trauma and depression.

Providing a thorough understanding of sexual harassment to teenagers is very important. Without this understanding, the victim will remain in a vulnerable situation, the perpetrator is not aware of the mistake of his actions, and people tend to be passive and reluctant to take precautions regarding sexual harassment. One of the effective ways to provide this understanding is through psychoeducation, because psychoeducation is able to increase individual knowledge and skills in preventing sexual harassment. Lack of education often makes teenagers be permissive, even consider harassment as a natural thing. Adolescents' attitude towards sexual harassment is very important, because this attitude reflects how they view inappropriate actions, as well as being the main indicator in prevention efforts (Ajzen et al., 2018).

The use of psychoeducation videos has been proven effective in increasing knowledge and forming a proactive attitude among teenagers. Several experimental studies in Indonesia show that the use of educational videos can significantly improve the understanding and attitude of teenagers towards issues of violence and sexual harassment (Astuti et al., 2024). Psychoeducational video is proven to be an effective method in providing information and forming a more proactive attitude towards sexual harassment. Research showed that after adolescents watched video-based educational shows, there was a significant increase in knowledge and changes in their attitudes. In fact, in some cases, the increase in students' understanding almost reaches 100%.

However, sexual education in formal schools is still limited and has not yet targeted junior high school students as a vulnerable group. In fact, this group needs education that is easily accessible and in accordance with their development stage and most of the studies are still focused on long-term campaigns or face-to-face sessions.

Therefore, this study aims to test the effectiveness of psychoeducational video interventions in forming a conscious and critical attitude towards sexual harassment in junior high school students. With a quasi-experimental approach, this research is expected to make a real contribution to the development of educational media that are practical, applicative, and relevant to be applied in the formal education environment.

2. Methods

2.1. Research Design

This study employed a quantitative method using a quasi-experimental approach with a one-group pretest-posttest design. This design was used to evaluate changes in students' attitudes before and after receiving an intervention in the form of a psychoeducational video, without the inclusion of a control group. Therefore, this design is appropriate for assessing the direct effect of a treatment on a single group.

2.2. Research Participants

The participants in this study consisted of 21 eighth-grade students from SMP X Bandung, aged 14 to 15 years. The participants were selected using purposive sampling, based on criteria such as age and availability to participate in the entire research process.

2.3. Data Collection Instrumen

Data were collected using the Sexual Harassment Attitudes Scale (SHAS) developed by Mazer and Percival (1989). This scale consists of 14 statement items presented in a 5-point Likert format, ranging from "strongly disagree" to "strongly agree."

2.4. Intervention Procedure

The study was conducted over two consecutive days.

- a) On the first day, students completed a pretest via Google Form to assess their initial attitudes toward sexual harassment.
- b) On the second day, students received an intervention in the form of a 3 minute and 48 second psychoeducational video, which explained the definition, types, impacts, and strategies for addressing sexual harassment.

After watching the video, students were asked to complete a posttest using the same instrument in order to evaluate changes in attitude following the intervention.

2.5. Data Analysis Technique

The data were analyzed using SPSS version 25 with a Paired Sample t-Test to compare the pretest and posttest results within the same group. Prior to hypothesis testing, the Shapiro–Wilk normality test was conducted to ensure the data were normally distributed. The t-test was applied because the study employed a one group pretest-posttest

design and the instrument used was on an interval scale. The results were considered statistically significant if $p < 0.05$.

3. Result

3.1. Descriptive Analysis Results

Descriptive analysis was carried out to find out the general picture of the participants' pretest and posttest scores before and after being given treatment in the form of psychoeducational videos about sexual harassment. Seen on Table 1.

Table 1: Descriptive statistical results

Variable	N	Mean	Std. Deviation	Minimum	Maksimum
Pretest	21	51.1429	4.57478	42.00	58.00
Posttest	21	53.3333	3.56838	47.00	59.00

Based on the results of statistical calculations using SPSS 25 software on 21 participants, the average score (mean) of the pretest score of 51.14 was obtained. The minimum score obtained by participants during the pretest is 42, and the maximum score is 58. After being given treatment in the form of psychoeducational videos, there was an increase in the average posttests score of 53.33. The minimum score on the posttest was recorded as 47 and the maximum score was 59. The comparison of average scores between pretest and posttest shows an increase, although it is relatively small.

3.2. Data Analysis

A normality test is carried out to ensure that the data is normally distributed, so that inferential analysis can use parametric statistical tests. The normality test aims to test whether the distribution of pretest scores and posttest attitudes towards sexual harassment meets the assumption of normality. The test used is Shapiro–Wilk, because the number of subjects is less than 50, according to recommendations (Field, 2024). The test results show that the significance value for both variables is above the limit > 0.05 , which means the data can be considered normally distributed, obtaining a significance value of 0.392 for pretest data and 0.057 for posttest data. Because both Sig values are greater than 0.05, it can be concluded that the data is normally distributed. The complete results of the normality test can be seen in Table 2.

Table 2: Normality test result

Variable	Shapiro-Wilk	df	Sig.
Pretest	0.953	21	0.392
Posttest	0.911	21	0.057

The analysis is continued by looking at the average value and standard deviation from the pretest and posttest scores to find out the initial difference descriptively. It is known that the average score (mean) of the attitude towards sexual harassment during the pretest is 51.14. While at the time of posttest it increased to 53.33. This shows an increase in attitudes towards sexual harassment after being given psychoeducation through video. However, to find out whether the increase is statistically significant, it is necessary to look at the paired sample t-test results (Field, 2024). The analysis results can be seen in Table 3.

Table 3: Paired samples statistics

	Paired Sample Statistics			
	Mean	N	Std. Deviation	Std. Error Mean
Pretest total	51.1429	21	4.57478	0.99830
Posttest Total	53.3333	21	3.56838	0.77868

After it was known that the data was normally distributed, an inferential analysis was carried out using a paired sample t-test to find out whether there was a significant difference between the pretest and posttest scores of attitudes towards sexual harassment after being given psychoeducation through video. The results of the paired sample t-test obtained a significance value of 0.031. Because the significance value (p) is less than 0.05, it can be concluded that there is a significant difference between pretest and posttest scores of attitudes towards sexual harassment. Thus, the hypothesis proposed in this study is acceptable, which means that the provision of psychoeducation through video

media has a statistically significant influence on changes in students' attitudes towards sexual harassment. The results of the paired sample t-test can be seen in Table 4.

Table 4: Paired sample test

	Paired Samples Test				
	Mean Difference	Std. Deviation	t	dft	Sig. (2 tailed)
Pretest-Posttest	-2.19048	4.31994	-2.324	20	0.031

4. Discussion

The research results show that the provision of psychoeducation through video media has a significant influence on changes in the attitude of SMP X Bandung City students towards sexual harassment. This is proven through the paired sample t-test which produces a significance value of 0.031, which means there is a meaningful difference between the pretest and posttest scores after the intervention is given, so that the hypothesis proposed in this study can be accepted. Thus, video-based psychoeducation is proven to be statistically effective in changing students' attitudes towards sexual harassment issues. The provision of this psychoeducation encourages students to develop an attitude of rejecting and condemning acts of sexual harassment, so that a deeper understanding is formed and an increase in critical awareness of sexual harassment issues in the wider community.

This change in attitude certainly does not happen suddenly, but is influenced by complex psychological mechanisms and how the individual, especially students, process information and learn from the environment. In this context, social learning theory Bandura (2009) provides a relevant explanation, where individuals can study behavior through observation of models displayed in the media, both in the form of actions and consequences. Video media plays an important role not only in conveying information cognitively, but also in building student emotional involvement through case visualization and strong narrative. This emotional involvement helps students more easily absorb social values and norms related to sexual harassment issues. Video media-based psychoeducation presents visual and auditory elements that are able to facilitate this involvement. This is in line with the findings Miller et al., 2015, which shows that short-length psychoeducative videos can significantly reduce anxiety and PTSD symptoms in victims of sexual abuse. This effectiveness comes from video media-based psychoeducation in conveying coping strategies more emotionally and deeply, through stronger sensory involvement. The presentation of information that is interesting and easy to access allows students to be more focused in understanding the material better, as well as internalizing the values conveyed and this is in line with the Multimedia Learning theory, by emphasizing that information processing will be more optimal when individuals receive input through two sensory channels at once, namely visual and auditory.

The effectiveness of video as a psychoeducational media is also reinforced by a number of other research findings that show the positive impact of visual media-based interventions on improving knowledge and changing adolescent attitudes regarding sexual harassment issues. One of them was shown, who found that video-based interventions are effective in increasing adolescents' understanding of sexual violence. In line with that, revealed that the use of psychoeducative videos can reduce permissive attitudes towards sexual harassment among young girls. This finding shows that visual media not only conveys information cognitively, but also plays a role in forming a more critical and healthy attitude. This is reinforced by the research of, which states that giving educational videos can significantly increase knowledge as well as encourage the formation of positive attitudes of adolescents towards sexual harassment.

Not only in terms of understanding and attitude, the video-based psychoeducative approach also shows effectiveness in strengthening preventive skills. Research Syarofudin et al., (2024) found that psychoeducation can increase students' awareness in forming healthy personal boundaries and decision-making skills, as an effort to prevent sexual harassment in the school environment. Even more innovative approaches such as virtual reality, as shown in the study of Sánchez-Jiménez et al., (2024) through the Virtual-PRO program, are able to significantly increase the awareness and attitude of adolescents towards sexual violence, while growing the courage to act as a helper (active bystander) when facing abusive situations.

The consistency of this finding provides strong support that visual-based intervention can be used as one of the main strategies in educational programs to prevent sexual violence in schools. However, there are several things that need to be evaluated. The provision of a single video playback of less than four minutes may not be strong enough to form a profound change in attitude. Attitude, as a psychological construct, is generally formed through a more complex, repetitive, and contextual learning process. Therefore, the effectiveness of intervention can possibly be improved through a continuous psychoeducation model that is not only one-way, but also involves critical reflection, group discussion, or case studies.

In addition, the time of the posttest which coincides with the time of school after students finish the exam is thought to affect the concentration and quality of participants' attention in absorbing the material. Cognitive fatigue factors can reduce the effectiveness of information, which ultimately affects the evaluation results of attitudes. In addition, the design of this study does not have a control group so there is difficulty in ensuring that the change in attitude is really produced by intervention, not by external factors such as personal experience, discussions with friends, or the influence of other media outside the study. Therefore, the next research is recommended to use a comparison group design so that the results obtained can be more generalized.

The findings in this study remain relevant to be used as a basis for the development of more systematic educational interventions in the school environment. Providing psychoeducation through video is proven to be able to influence in changing students' attitudes towards sexual harassment, although it needs to be supported by more intensive and contextual methods so that the resulting attitude changes are more profound and sustainable.

5. Conclusion

This research shows that video-based psychoeducation has a significant influence on changing the attitude of junior high school students in dealing with sexual harassment. This intervention is proven to increase students' awareness, sensitivity, and critical attitude statistically. The use of this video media is effective in conveying sensitive issues, especially regarding sexual harassment because it is able to present narratives, emotions, and visualizations that are easy to understand and experience. This finding is in line with Bandura's social learning theory, which emphasizes the role of observation in the formation of behavior, especially in adolescents.

Although the material was compiled without an explicit theoretical framework and the research design did not include the control group, the results still showed the effectiveness of the approach. However, these limitations limit the generalization of the findings, so that further studies with stronger and longer-term designs are needed. Overall, psychoeducation through video is a potential strategy in preventing sexual violence among teenagers. Cross-sector collaboration is needed to ensure similar programs can be applied sustainably in the school environment.

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