

Students' Sexual Violence Understanding: Educating XI Grade Students of SMK Muhammadiyah Bojong through the Film “*Penyalin Cahaya*”

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ABSTRACT

This study examines sexual violence understanding among 11th-grade students at SMK Muhammadiyah Bojong, influenced by the film "Penyalin Cahaya." Findings show students grasp general concepts well, scoring 91.43 on average for understanding coercion, consent, and impacts of sexual violence. However, specific instances in the film posed challenges, with scores dropping to 66.71, indicating difficulty in distinguishing privacy violations from sexual violence. While "Penyalin Cahaya" effectively educates, students require more nuanced guidance to apply knowledge practically. Integrating such films into the Merdeka curriculum enhances awareness but necessitates clearer distinctions for comprehensive education.

Keywords: sexual violence, education, *Merdeka* curriculum, character education, student awareness, multimedia resources.

INTRODUCTION

The Merdeka Curriculum represents a groundbreaking approach to education, designed to enrich intracurricular learning by optimizing content exploration and competency development. It introduces a paradigm shift where teachers are empowered with unprecedented flexibility in selecting teaching methodologies and tools that cater specifically to the diverse needs and interests of students (Munthe, 2021). This flexibility not only enhances the quality of learning experiences but also encourages educators to innovate and create more engaging educational methods.

At its core, the Merdeka Curriculum aims to transform learning into an enjoyable and practical endeavor, fostering creativity and critical thinking among students. It seeks to mold students into independent thinkers with strong social sensitivity, aligning closely with the *Profil Pelajar Pancasila* (Mustadi et al., 2021; Mustari, 2022). This educational framework emphasizes values such as belief, noble character, global diversity, independence, cooperation, critical reasoning, and creativity, which are integral to shaping well-rounded individuals capable of contributing

meaningfully to society.

Central to the curriculum's implementation is the support and vision of the Ministry of Education, Culture, Research, and Technology. The Ministry's strategic initiatives are aimed at realizing Indonesia's vision of national sovereignty, independence, and a distinct national identity, rooted in the principles of Pancasila (Anggraena et al., 2022; Islamiyah, 2022). This vision underscores the importance of nurturing students who are not only academically proficient but also morally upright, creative, and capable of critical reasoning.

Amidst these efforts, addressing prevalent issues like sexual violence within educational settings has become a critical focus area. The Ministry has taken proactive steps, including the introduction of Regulation No. 46 of 2023, which specifically addresses the prevention and handling of violence in educational institutions. Hariyadi et al., (2023); Nurbayani & Wahyuni (2023) stated that this regulation underscores the urgency of combating various forms of violence, including physical, psychological, bullying, and sexual violence, to create safe and conducive learning environments for all students.

Sexual violence, in particular, remains a significant concern due to its profound physical and psychological impact on victims. The consequences range from unwanted pregnancies and sexually transmitted infections to severe emotional trauma, including fear, low self-esteem, and depression. Such traumatic experiences can lead to long-term mental health issues like Post-Traumatic Stress Disorder (PTSD), underscoring the need for comprehensive support and intervention strategies (Scott et al., 2018).

Despite its pervasive nature, awareness among students regarding sexual violence and its associated risks often remains inadequate. This gap highlights the crucial role of education in raising awareness and equipping students with the knowledge and skills to recognize, prevent, and respond to such incidents effectively. Age-appropriate and contextually relevant educational interventions are essential, ensuring that students understand boundaries, respect personal integrity, and feel empowered to seek help when needed.

Integrating sexual violence prevention into the curriculum is not merely a matter of policy but a proactive step towards fostering a culture of safety, respect, and dignity within educational institutions (Nurusya'bani, 2023). Teachers play a pivotal role in this endeavor, not only as educators but also as mentors and advocates for student well-being. By incorporating discussions on sexual violence, promoting healthy relationships, and emphasizing consent and respect, educators can contribute significantly to creating a supportive and nurturing school environment.

Furthermore, leveraging multimedia tools such as educational films, like the Indonesian movie "Penyalin Cahaya," can enrich learning experiences by providing a visual and emotive context for understanding complex issues like sexual violence. Such initiatives not only engage

students actively but also facilitate deeper reflections and discussions on sensitive topics.

Understanding students' perceptions and knowledge regarding sexual violence is crucial for designing effective prevention strategies within educational contexts. Moreover, evaluating the impact of targeted educational interventions, such as using multimedia tools like the Indonesian film "Penyalin Cahaya," can provide insights into enhancing students' understanding and awareness of sexual violence.

This study aims to address the following problem statements and objectives

- (1) How do students perceive and understand sexual violence?
- (2) How do students understand sexual violence after watching Penyalin Cahaya?

METHOD

The method used should be accompanied by references; the relevant modification should be explained. The procedure and data analysis technique should be emphasized in a literature review article. The stages and analysis of the research must be explained in detail. The research design employed is a descriptive case study using qualitative methods. This approach allows for a comprehensive examination of a single case, focusing on understanding dynamics within a specific setting. Qualitative research involves descriptive data collection through interviews, observations, and other methods, aiming to interpret and analyze behaviors and conditions rather than numerical measurements. The study, conducted at SMK Muhammadiyah Bojong, Pekalongan, spanned approximately two months, including one month each for data collection and processing. Data sources included primary data from 11th-grade students (21 students) directly involved in case studies and secondary data from sources like library books and journals. Data collection methods included questionnaires structured with multiple-choice and open questions to gauge students' perceptions before and after viewing the "Penyalin Cahaya" movie on sexual violence.

For data analysis, an interactive analysis model will be employed, as suggested by Miles and Huberman (1994). This iterative process involves simultaneous activities of data reduction, presentation, and conclusion/verification to ensure comprehensive understanding and saturation of the collected data.

FINDINGS AND DISCUSSION

1. Students Understanding of Sexual Violence

This research was conducted to find out how much understanding of class XI students of SMK Muhammadiyah Bojong on general matters of sexual violence. Research that has been conducted by researchers shows that on average students understand general things about sexual violence with an average score of 91,43. Of the 21 students, 15 students answered correctly with a score of 100.

a. Verbal and Non-Verbal Violence

Sexual violence can be categorized as verbal or nonverbal violence (Galtung, 1971). Verbal violence is violence committed through words without any physical contact, and non-verbal occurs because of physical actions such as holding shoulders and squeezing body parts to make intimate contact. Sexual violence occurs because there is no consent from one party, coercion and harm to others, this can happen to anyone. As in questions number 1-4, the average student answered correctly on these questions.

In the first question which discussed if acts of sexual violence can involve coercion or pressure in a sexual context. All students were correct in answering question number one, with this all students that sexual violence can occur due to coercion.

Then in the second question which discussed sexual violence can occur without the consent of one of the parties involved, 19 students answered correctly and 2 students were wrong. It can be seen that many students understand that violence can occur without the consent of one of the parties. Furthermore, in the third question which discussed that sexual violence can occur not only to women, but also to men and transgender individuals. 17 students answered correctly and 4 students answered incorrectly, it can be seen that many students understand that sexual violence can occur to anyone regardless of gender.

Finally, in the fourth question, which discusses if sexual violence can be in the form of sexual abuse, sexual harassment, forced sexual intercourse, and other acts of violence. 20 students answered correctly and 1 student was wrong, it can be seen that almost all students understand that sexual violence can be in the form of sexual abuse, sexual harassment, forced sexual intercourse, and other acts of violence.

b. Impact Sexual Violence

Acts of sexual violence in adolescents can have psychological and physical impacts on their victims. Psychologically, the impact that will be felt by the child as a victim of sexual violence is that the child will experience stress, depression, feelings of guilt and self-blame, the emergence of fear to relate to other people, imagined events where the child received sexual violence, experiencing nightmares, difficulty sleeping, fear of things related to abuse including objects, smells, places, doctor visits, self-esteem problems, sexual dysfunction, suicidal ideation, somatic complaints, and unwanted pregnancy (Noviana, 2015). On questions 5-7, the average student answered correctly on these questions.

In question five which discussed that victims of sexual violence often feel traumatized, helpless, and anxious after experiencing the incident. 20 students answered correctly and 1 student answered incorrectly. With this it can be seen that almost all students understand that sexual violence can have a bad impact on victims.

Furthermore, the sixth question discussed that sexual violence can occur in various places, including in households, workplaces, public places, and other environments. 19 students answered correctly and 2 students answered

incorrectly, with this it can be seen that many students understand that sexual violence can occur anywhere.

Then in question seven which discusses that sexual violence can be committed by people who are known or strangers to the victim. 19 students answered correctly and 2 students answered incorrectly, so it can be seen that many students understand that the perpetrators of sexual violence can be committed by anyone.

c. Protection Victims of Sexual Violence

Victims of sexual violence are entitled to protection, assistance, recovery, and justice. Sexual violence is an act committed by a person against another person that involves sexual stimulation and can cause physical and psychological harm. Sexual violence not only causes physical and psychological disorders, but also causes social disorders and can even damage the future of the victim (Wulandari & Suteja, 2019). Violence is a crime that harms and violates human rights. As in questions 8-10, the average student can answer these questions.

In the eighth question which discussed victims of sexual violence have the right to protection, support and justice. 19 students were correct in answering this and 2 students were incorrect in answering, it can be seen that many students understand this.

Then on question nine which discussed if listening, trusting, and supporting victims of sexual violence is an important step in helping them recover from the trauma they have experienced. 18 students answered correctly and 3 students answered incorrectly, it can be seen that quite a lot of students understand that victims of sexual violence need support and trust for victim recovery.

Finally, the tenth question discussed that all forms of sexual violence are violations of human rights and are unacceptable in a civilized society. 20 students answered correctly and 1 student answered incorrectly, it can be seen that almost all students understand that sexual violence is a violation of human rights.

2. Students Understanding of Sexual Violence after Watching “Penyalin Cahaya” Movie

This research was conducted to find out how much the understanding of class XI students of SMK Muhammadiyah Bojong questions about the forms of sexual violence in the movie “Penyalin Cahaya” after watching the movie. Research that has been conducted by researchers shows that the average student decreased compared to the answers to the first questionnaire, with an average score of 66,71. With the highest score of 62,5, namely 11 students, and 1 student got the highest score with a score of 87,5.

“Penyalin Cahaya” is a 2021 Indonesian film directed by Wregas Bhanuteja and is his feature film directing debut. The movie raises the issue of sexual violence. A movie that tells the victim's struggle to find the truth, where the victim finds it difficult to get justice for the sexual violence she received because the perpetrator is an important or powerful person.

a. Right and Privacy

In questions 1, 5 and 6 did not discuss sexual violence. As in the first question which discussed the photo of sri when she was drunk spread on the internet, which was uploaded without sri's knowledge. 4 students answered correctly and 17 students answered incorrectly, it can be seen that many students do not understand that this is not sexual violence, because the incident experienced by sri was not sexual violence. If the photo was uploaded by someone else it is an invasion of privacy and defamation.

In the first question that discusses the photo of Sri when she was drunk spread on the internet, which was uploaded without sri's knowledge. 4 students answered correctly and 17 students answered incorrectly, it can be seen that many students do not understand that this is not sexual violence, because the incident experienced by sri was not sexual violence. If the photo was uploaded by someone else it is an invasion of privacy and defamation.

In question number five where Rama goes around taking pictures of people during activities or theater gatherings. It can be observed in question number five that what Rama did was not sexual violence, because he was the photographer of the organization so what Rama did was a natural thing if he took pictures during an activity or event. There were 7 students who answered correctly and 14 students who answered incorrectly, it can be seen that many students have not been able to distinguish and are less careful about the question.

Then in question six, which discusses the incident when Amin's friend Sur stole student data and took their photos, then sold the photos to Rama. This is not sexual violence, but theft of data and privacy. 2 students answered correctly and 19 students answered incorrectly, it can be seen that almost all students do not understand that this case is not sexual violence but a violation of data theft and privacy.

b. Verbal and Non-Verbal

Sexual violence is any form of behavior with sexual connotations that is done unilaterally and unwanted by the victim. It can take the form of speech, writing, symbols, gestures, and actions with sexual connotations (Winarsunu, 2008). As happened in questions number 2,3,4,7, and 8, the average student answered correctly on this question.

1) Verbal

The third question discusses the incident where Suryani found a surprising fact after analyzing the documentation files on her friends' devices. On Rama's device. Suryani found that Rama deliberately collected students' personal photos illegally and used them for certain purposes. With 20 students answering correctly and 1 student answering incorrectly, it can be seen that almost all students understood that what Rama did was verbal sexual violence.

2) Non-Verbal

The second question discusses the moment when Suryani found something odd when she was about to change her clothes. The long black shirt that served as her inner kebaya had changed, sitting upside down on her body. This led to Suryani's suspicion that someone had undressed her while she was drunk at the party and

unconscious, and then put it back on upside down. With 19 students answering this question correctly and 2 students getting it wrong, it can be seen that many students understood that what Suryani experienced was a case of non-verbal sexual violence.

The fourth question discussed Rama's behavior of undressing the victim to take pictures of certain body parts to fulfill his fetish. This is included in sexual violence and all students answered this question correctly. It can be seen that all students understand that this is non-verbal sexual violence.

In question seven, which discusses when the victim found evidence that had been collected leading to the alleged involvement of an online car driver. It turned out that their suspicions were correct if the driver had worked with the perpetrator to carry out his immoral actions so far. In fact, the driver also documented the incident when the perpetrator harassed his victims in the car. 19 students answered correctly and 2 students got it wrong, it can be seen that many understand that the incident includes non-verbal sexual violence.

Finally, number eight discusses the peak of conflict in the movie where evidence is found where the voice and face of the perpetrator is recorded capturing the naked bodies of his victims in photos and videos. 20 students answered correctly and 1 student answered incorrectly, it can be seen that almost all students understand that this includes non-verbal sexual violence.

CONCLUSION

The research aimed to assess the understanding of sexual violence among 11th-grade students at SMK Muhammadiyah Bojong, both in general and after watching the movie "Penyalin Cahaya." Initially, students demonstrated a strong understanding of sexual violence, scoring an average of 91.43, with most students correctly identifying various forms and impacts of sexual violence. They recognized that sexual violence includes coercion, lack of consent, and can affect anyone regardless of gender. Additionally, students understood the psychological and physical impacts on victims and the importance of protection and support for those affected.

However, after watching "Penyalin Cahaya," students' understanding appeared to decrease, with an average score of 66.71. This decline suggests challenges in interpreting the film's content accurately. Students struggled to distinguish between violations of privacy and sexual violence, indicating a need for clearer education on the differences. For instance, many students incorrectly identified incidents involving invasion of privacy as sexual violence.

The film did reinforce some aspects of sexual violence awareness, particularly non-verbal violence. Students correctly identified actions like undressing a victim, taking inappropriate photos, and collaborating with perpetrators as non-verbal sexual violence.

In summary, while students initially showed a good grasp of sexual violence concepts, the movie highlighted areas needing further education, particularly in distinguishing different forms of abuse and understanding

the nuanced aspects of sexual violence. This underscores the importance of comprehensive sexual violence education that includes practical examples and media analysis to enhance understanding and awareness.

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