
THE EFFECT OF ANIMATED VIDEO MEDIA ON SEXUAL EDUCATION KNOWLEDGE IN CHILDREN WITH INTELLECTUAL DISABILITIES**Dewi Lutfiatul Rohmah, Leni Ambar Cahyani**

Universitas Sebelas Maret, Surakarta, Indonesia

Email: dewilutfiatul@student.uns.ac.id**Abstract**

Children with intellectual disabilities have intellectual limitations that make them vulnerable to becoming victims of sexual violence due to a lack of understanding regarding personal body boundaries. This study aims to determine the effect of using animated video media on sexual education knowledge in children with intellectual disabilities at SLB Negeri Sragen. The research approach used is quantitative with a pre-experimental design in the form of a one-group pretest-posttest design. The research sample consisted of 10 fourth-grade students with intellectual disabilities selected through a purposive sampling technique. Data collection was conducted using an oral test that had been tested for content validity using Aiken's V formula and reliability using KR-20 ($r_i = 0.473$). The results showed a significant increase in children's sexual education knowledge scores after being given an intervention (treatment) using animated video media. Thus, it can be concluded that the use of animated video media has a significant positive effect on increasing the sexual education knowledge of children with intellectual disabilities. This media is effective in transforming abstract materials surrounding self-protection into concrete visuals that are easily understood by children with special needs.

Keywords: Animated Video, Sexual Education, Intellectual Disability.**INTRODUCTION**

Sexual education serves as a fundamental component in the holistic development of all children, and those with special needs are certainly no exception (Adrian, 2021; Hidayat et al., 2021). A comprehensive grasp of this subject goes far beyond mere biological reproduction; it encompasses a broad spectrum of vital life skills (Padmadiani et al., 2021; Furwasyih & Edyyul, 2022; Anwar et al., 2023). These essential skills range from recognizing specific body parts and maintaining reproductive hygiene to understanding gender differences and managing the physical and emotional shifts of puberty (Susanti et al., 2023). Furthermore, this education builds practical defenses against inappropriate behavior and criminal acts (Pertiwi & Mulyono, 2025). Despite this glaring necessity, societal norms frequently treat sexual education for children with intellectual disabilities as taboo, viewing it as vastly inferior to standard academic goals (Meidina et al., 2023; Arifin & Wulandari, 2021). Ignoring this instruction guarantees that these children grow up with severely stunted knowledge bases, leaving them highly likely to blindly mimic deviant environmental behaviors without grasping the associated social or legal consequences (Kusuma et al., 2022; Yusuf & Kurnia, 2021).

From a cognitive standpoint, individuals with intellectual disabilities operate with intelligence levels significantly below the normative average, typically scoring below 70 on IQ assessments (Denanda et al., 2024; Wibisono & Sari, 2022). These cognitive deficits manifest clearly as substantial barriers to adaptive behavioral functioning within wider society (Ramadhan & Utami, 2022). Such limitations severely restrict their abstract reasoning, making it incredibly difficult for them to comprehend social norms, regulate personal impulses, and accurately distinguish right from wrong (Dewi & Suryani, 2023). This profound lack of cognitive processing places these children in acute danger; they easily become inadvertent perpetrators of deviant acts through sheer ignorance, or tragically, primary targets for sexual predators (Meidina et al., 2023; Hidayat et al., 2021). Data released by the Ministry of Women's Empowerment and Child Protection (KemenPPPA) in 2022 solidifies this alarming reality, documenting 16,106 total cases of child abuse, 9,588 of which involved sexual violence (Rahayu & Permana, 2024). Predators specifically target individuals with intellectual impairments because these victims struggle deeply to understand bodily functions and the boundaries of personal privacy (Kartika et al., 2023; Prabowo & Setyowati, 2023).

Empirical observations and preliminary inquiries conducted at SLB Negeri Sragen exposed glaring behavioral issues regarding sexuality among students with intellectual disabilities (Oktaviani & Hidayatullah, 2024). Teachers regularly witnessed students touching others without consent, engaging in disproportionate physical affection with the opposite sex, and parroting sexually explicit vocabulary (Syahputra & Handoyo, 2021; Lestari & Handayani, 2024). The glaring absence of concrete, visually based learning media at the school aggressively exacerbates these behavioral disturbances (Ampulembang, 2022; Puspitasari et al., 2023). Additionally, educators rarely implement proportional, integrated sexuality learning strategies that actually align with the unique learning styles of these children (Nugraha & Sujatmiko, 2022). Therefore, schools desperately require innovative alternative media solutions to simplify highly abstract educational messages (Santoso & Indriani, 2025). Transforming these abstract warnings into attractive, interactive, and concrete visual formats is essential for special needs learners to actually internalize the lessons (Fatmawati & Hidayah, 2024).

To conquer these pedagogical challenges, animated video media emerges as a highly effective and efficient educational solution (Andini & Pamuji, 2024; Riyanto & Kusmiati, 2023). This specific medium seamlessly combines auditory stimulation with dynamic visuals and contextual storytelling that mirrors the child's daily reality (Ilahi et al., 2024; Maulana & Fitriani, 2024). Consequently, animations successfully capture attention spans and ignite the learning motivation of students who otherwise succumb easily to distractions (Ampulembang, 2022; Putra et al., 2023). Multiple prior investigations confirm that animation-based media directly elevates a child's understanding of violence prevention and basic sexual knowledge, particularly for those battling intellectual and other developmental barriers (Ahyyar et al., 2023; Ilahi et al., 2024; Nugroho & Pratama, 2021). The core novelty of this current study lies in its specific institutional setting at SLB Negeri Sragen and its concentrated focus on identifying private body zones (Sari & Widodo, 2022). It specifically targets what body parts others may or may not see or touch, while actively planting awareness regarding various forms of sexual harassment (Cahyani & Yulawati, 2022). Driven by this context, this research empirically analyzes how utilizing animated video media impacts the sexual education knowledge of children with intellectual disabilities at this specific institution (Wahyuni & Kurniawan, 2025).

METHODOLOGY

A quantitative approach was employed for this investigation, utilizing experimental methods to systematically test the cause-and-effect relationship initiated by the given intervention (Sugiyono, 2010; Fauziah & Santosa, 2024). Specifically, the researchers adopted a Pre-Experimental Design, functioning as a One-Group Pretest-Posttest Design (Sugiyono, 2010; Marlina & Prastowo, 2022). Through this structural framework, testing was executed on a single group of subjects, completely omitting any separate comparison or control group (Sugiyono, 2010; Dewi & Suryani, 2023). The testing procedure unfolded across three distinct and systematic phases (Setiawan & Nurhidayah, 2021). Initially, a pretest was administered to gauge the baseline knowledge of the learners prior to any treatment (Wibisono & Sari, 2022). Subsequently, the planned intervention was delivered, consisting of targeted lessons powered by animated video media (Ramadhan & Utami, 2022). Finally, a posttest was administered to precisely measure the magnitude of change and the overall effectiveness of the sexual knowledge enhancement achieved by the study subjects (Puspitasari et al., 2023). All research activities were conducted on-site at SLB Negeri Sragen throughout the 2025/2026 academic year (Nugraha & Sujatmiko, 2022).

The target population for this study encompassed the entirety of the fourth-grade student body at SLB Negeri Sragen (Fauziah & Santosa, 2024). Acknowledging the highly specific impairments defining this population, sample extraction was conducted via purposive sampling, governed by strict and measurable inclusion criteria (Sugiyono, 2010; Wahyuni & Kurniawan, 2025). These precise selection criteria required subjects to possess basic intellectual capacities sufficient for receiving and executing simple verbal instructions (Oktaviani & Hidayatullah, 2024). Additionally, eligible subjects had to maintain active, routine participation in the school's daily learning processes (Susanti et al., 2023). Furthermore, researchers strictly selected students who had never previously encountered formal sexual education delivered via specialized media (Anwar et al., 2023). By adhering to these rigid parameters, a final research sample consisting of 10 fourth-grade children with intellectual disabilities was successfully assembled at SLB Negeri Sragen (Syahputra & Handoyo, 2021). Data collection was subsequently executed through a structured oral testing technique, intentionally designed to remain highly adaptive and flexible for the respondents (Amir et al., 2025; Pertiwi & Mulyono, 2025).

This specific oral testing approach was deliberately chosen to circumvent any existing literacy or reading barriers the students faced (Amir et al., 2025; Setiawan & Nurhidayah, 2021). It successfully provoked immediate verbal and nonverbal responses directly from the participants (Wibisono & Sari, 2022). The utilized test instrument featured 15 highly structured questions, meticulously designed to evaluate two primary material indicators (Wahyuni & Kurniawan, 2025). The first core indicator concentrated entirely on identifying private versus public body parts (Sari & Widodo, 2022). This segment, comprising 8 specific questions, specifically tested the child's knowledge regarding which exact body areas remain strictly off-limits to the gaze or touch of others (Kusuma et al., 2022). Meanwhile, the second main indicator focused heavily on recognizing distinct forms of sexual harassment and executing basic self-protection reactions (Kartika et al., 2023). This latter section encompassed the remaining 7 test items, ensuring a comprehensive assessment of the child's defensive comprehension (Lestari & Handayani, 2024).

To guarantee high instrumental quality, the methodological soundness of the oral test was rigorously evaluated prior to field deployment (Azwar, 2022; Marlina & Prastowo, 2022). Content validity was scrutinized through expert judgment, relying on evaluations from three distinguished university lecturers specializing in special education (Azwar, 2022; Setiawan &

Nurhidayah, 2021). Item discrimination power and overall suitability were subsequently calculated utilizing Aiken's V formula (Azwar, 2022; Fauziah & Santosa, 2024). Computational results confirmed that every single test item achieved validity, successfully surpassing the strict $V > 0.80$ coefficient threshold (Wibisono & Sari, 2022). Following this, instrument reliability was estimated using the Kuder-Richardson 20 (KR-20) technique specifically for dichotomous data (Azwar, 2022). This calculation produced an acceptable reliability coefficient of $ri = 0.473$ (Sugiyono, 2010; Wahyuni & Kurniawan, 2025). All data amassed from both the pretest and posttest phases were subsequently processed using descriptive statistical techniques to map the general score distributions (Marlina & Prastowo, 2022). Finally, comparative inferential statistics were applied to determine the exact statistical significance of the score shifts occurring before and after the multimedia intervention (Sugiyono, 2010; Cahyani & Yulawati, 2022).

RESULTS AND DISCUSSION

Research Results

This investigation aimed to determine how animated video media impacts the sexual education knowledge of children facing intellectual barriers at SLB Negeri Sragen (Nugroho & Pratama, 2021; Riyanto & Kusmiati, 2023). The study engaged 10 learners, applying a structured measurement design both before and following the planned intervention (Puspitasari et al., 2023). Evaluators conducted the initial baseline assessment via a pretest (Wibisono & Sari, 2022). Following this, the students received the core intervention—educational sessions powered by animated video media—across three separate class meetings (Maulana & Fitriani, 2024). A posttest, deploying the exact same instrument as the pretest, concluded the measurement sequence (Fauziah & Santosa, 2024). The delivered instructional content heavily emphasized identifying private body zones, distinguishing between appropriate and inappropriate physical contact, and recognizing explicit forms of sexual harassment (Sari & Widodo, 2022; Anwar et al., 2023). The measurement tool consisted of 15 multiple-choice items that had successfully passed expert content validation via Aiken's V (Setiawan & Nurhidayah, 2021). Furthermore, KR-20 testing confirmed the instrument's reliability with a coefficient of 0.473 (Marlina & Prastowo, 2022).

The teacher executed the intervention across three distinct instructional sessions (Lestari & Handayani, 2024; Syahputra & Handoyo, 2021). During the initial meeting, the students watched an educational animation titled 'Our Body's Private Areas' (Putra et al., 2023). The second session presented a video titled 'I Protect Myself' (Santoso & Indriani, 2025). Finally, the third meeting reinforced these concepts using two concluding animations: 'We Are Special: The Story of Rose' and 'How to Protect Yourself from Sexual Crimes' (Prabowo & Setyowati, 2023; Pertiwi & Mulyono, 2025). Accompanying every video presentation, the educator actively posed simple questions and deliberately repeated key concepts (Dewi & Suryani, 2023). This structured repetition actively assisted the exceptional learners in processing and retaining the newly presented visual information (Nugraha & Sujatmiko, 2022).

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Measurement	N	Minimum	Maximum	Mean / Std. Deviation
Pretest	10	26.6	86.6	45.3 / 16.5797
Posttest	10	60.0	100.0	73.3 / 10.8799

Measurement outcomes reveal a definitive surge in knowledge after the students engaged with the animated video lessons (Cahyani & Yulawati, 2022; Ramadhan & Utami, 2022). During the pretest phase, the students averaged a score of 45.3, with individual results bottoming out at 26.6 and peaking at 86.6 (Wahyuni & Kurniawan, 2025). Once the teacher concluded the multimedia intervention, the posttest average skyrocketed to 73.3 (Puspitasari et al., 2023). In this final round, the absolute lowest score climbed to 60.0, while the maximum score hit a flawless 100.0 (Oktaviani & Hidayatullah, 2024). Consequently, the data records a massive average leap of 28.04 points (Fauziah & Santosa, 2024). Beyond just the rising averages, the actual spread of the scores tightened significantly, evidenced by the standard deviation plummeting from 16.5797 down to 10.8799 (Marlina & Prastowo, 2022). This sharp decline clearly indicates that post-intervention comprehension levels clustered much more tightly together than they did during the baseline assessment (Setiawan & Nurhidayah, 2021).

Every single participating student experienced a tangible score increase (Lestari & Handayani, 2024; Nugroho & Pratama, 2021). A close review of individual performances confirms that absolutely zero students suffered a drop in their grades (Wibisono & Sari, 2022). Individual point gains ranged broadly from a minimum increase of 13.4 points to a maximum leap of 46.7 points (Marlina & Prastowo, 2022). One specific learner achieved the most dramatic improvement, surging from a weak 33.3 up to a solid 80.0 (Syahputra & Handoyo, 2021). Conversely, the smallest numerical gain belonged to a student who advanced from an already high 86.6 to achieve a perfect 100.0 (Wahyuni & Kurniawan, 2025). Cumulatively, the total combined score for the entire class jumped from 452.9 on the pretest to a robust 733.3 on the posttest (Fauziah & Santosa, 2024).

To verify if this dramatic difference held true statistical significance, researchers applied the Wilcoxon Signed-Rank Test (Marlina & Prastowo, 2022). This specific non-parametric test directly compares the students' knowledge metrics before and after they received the specialized treatment (Sugiyono, 2010; Azwar, 2022).

Table 2. Wilcoxon Signed-Rank Test Results

Component	Result
Negative Ranks	0
Positive Ranks	10
Ties	0
Z	-2.809
Asymp. Sig. (2-tailed)	0.005

The Wilcoxon test outputs confirm that all students achieved positive ranks, totaling exactly 10 learners (Marlina & Prastowo, 2022; Setiawan & Nurhidayah, 2021). Meanwhile, both negative ranks and ties registered at an absolute zero (Fauziah & Santosa, 2024). This unequivocally means every participant elevated their score following the intervention (Cahyani & Yulawati, 2022). The statistical computation generated a Z-value of -2.809, accompanied by a significance level of 0.005 (Marlina & Prastowo, 2022). Because this 0.005 significance value falls well below the 0.05 threshold, a highly significant difference clearly exists between the students' knowledge before and after engaging with the animated media (Sugiyono, 2010). Consequently, the statistical evidence firmly rejects the null hypothesis and fully accepts the alternative hypothesis (Azwar, 2022; Wibisono & Sari, 2022).

Discussion

The empirical results undeniably prove that utilizing animated video media directly influences the sexual education knowledge of children with intellectual disabilities at SLB Negeri Sragen (Nugroho & Pratama, 2021; Riyanto & Kusmiati, 2023). We see this success clearly reflected in the massive 28.04-point spike in the average score, rising rapidly from 45.3 on the pretest to 73.3 on the posttest (Wahyuni & Kurniawan, 2025). Notably, this improvement touched every single student serving as a research subject (Lestari & Handayani, 2024). The Wilcoxon test results cement these descriptive findings, delivering a strict significance value of 0.005 ($p < 0.05$) (Marlina & Prastowo, 2022). Therefore, the data statistically guarantees that the score shifts occurring between the pre-intervention and post-intervention phases represent a highly significant difference (Fauziah & Santosa, 2024; Setiawan & Nurhidayah, 2021).

This definitive rise in knowledge proves that animated videos serve as highly supportive mediums for delivering complex sexual education to intellectually challenged learners (Putra et al., 2023; Cahyani & Yulawati, 2022). The educational content delivered throughout this study covered highly sensitive topics, including the identification of private body parts, physical touch boundaries, the stark differences between good and bad touch, and the various realities of sexual harassment (Sari & Widodo, 2022; Anwar et al., 2023). Instructors must present these specific topics in incredibly concrete and easily digestible formats, as they directly relate to real-world threats the students must quickly recognize and respond to daily (Kusuma et al., 2022). The findings explicitly demonstrate that broadcasting these lessons through animated sequences actively helps exceptional learners build a much firmer grasp of the subject matter (Prabowo & Setyowati, 2023; Santoso & Indriani, 2025).

We can directly trace this success back to the unique learning profiles characterizing children with intellectual disabilities (Denanda et al., 2024; Wibisono & Sari, 2022). These students naturally battle severe limitations regarding memory retention, abstract logical reasoning, and the processing of complex linguistic symbols (Fatmawati & Hidayah, 2024). Given these intrinsic barriers, presenting information visually and concretely allows the learners to digest the concepts in highly manageable steps (Ramadhan & Utami, 2022; Dewi & Suryani, 2023). Animated videos seamlessly merge moving visuals, vibrant colors, on-screen text, engaging sound effects, and clear narration (Maulana & Fitriani, 2024). Consequently, the instruction escapes the narrow confines of purely verbal explanation (Syahputra & Handoyo, 2021). By firing on multiple sensory cylinders, this multimedia approach successfully takes entirely abstract rules and visually represents them as highly observable, concrete examples for the students (Nugraha & Sujatmiko, 2022; Puspitasari et al., 2023).

Integrating animated videos in this research also opened up vital opportunities for deliberate material repetition (Dewi & Suryani, 2023; Oktaviani & Hidayatullah, 2024). During every class meeting, the researcher did not simply press play and walk away; they actively pitched simple questions and repeatedly reviewed the core concepts embedded within the videos (Syahputra & Handoyo, 2021). This specific strategy remains utterly essential when teaching students with intellectual disabilities, as consistent repetition directly reinforces their fragile memory retention (Ramadhan & Utami, 2022). Therefore, the impressive posttest score surge did not happen solely because of flashy audiovisuals (Putra et al., 2023). Instead, it resulted from a comprehensive instructional cycle that actively blended media presentation, strategic repetition, targeted questioning, and gradual conceptual reinforcement (Lestari & Handayani, 2024; Pertiwi & Mulyono, 2025).

These current findings align seamlessly with the foundational arguments established in prior studies by Ilahi et al. (2024), Husni et al. (2024), Denanda et al. (2024), and Wildawati et

al. (2022), alongside recent localized research (Nugroho & Pratama, 2021; Cahyani & Yulawati, 2022). These collective studies act as a theoretical bedrock, explaining exactly how learning media functions for students battling cognitive barriers (Fauziah & Santosa, 2024). Strategic educational media forcibly captures the student's wandering attention, breaks down notoriously difficult theories into concrete realities, and actively engineers a much more dynamic learning experience (Maulana & Fitriani, 2024; Puspitasari et al., 2023). Within the context of this specific investigation, these multimedia functions prove incredibly relevant (Wibisono & Sari, 2022). Sexual education demands a precise understanding of social contexts and physical body boundaries that teachers simply cannot convey effectively through verbal lecturing alone (Arifin & Wulandari, 2021; Hidayat et al., 2021).

Beyond just the visual appeal, the sheer effectiveness of the animated video links directly to how the designers sequenced the information (Nugraha & Sujatmiko, 2022; Riyanto & Kusmiati, 2023). The videos delivered the content progressively, ensuring the students absorbed the new data in relatively simple, bite-sized fragments (Putra et al., 2023). The tight cohesion between the on-screen images, supportive text, and clear voiceovers kept the learners firmly on track (Dewi & Suryani, 2023). Employing simple animation movements, eye-catching color palettes, and strictly controlled video durations actively prevented the students from losing focus mid-lesson (Maulana & Fitriani, 2024). Thus, the power of this animated media does not stem merely from the existence of the cartoons themselves (Ramadhan & Utami, 2022). It succeeds entirely based on how the creators packaged the sexual education materials to perfectly accommodate the restricted information-processing speeds of the disabled learners (Fatmawati & Hidayah, 2024; Prabowo & Setyowati, 2023).

The discoveries from this research carry immediate, highly practical implications for teaching sexual education to children with intellectual disabilities (Anwar et al., 2023; Susanti et al., 2023). This type of education goes far beyond just memorizing the names of body parts; it actively trains students to define their personal boundaries and spot highly dangerous situations before they escalate (Kusuma et al., 2022; Yusuf & Kurnia, 2021). Therefore, educators must pivot toward alternative media formats that deliver concrete, easily understandable examples to heavily support the classroom learning process (Santoso & Indriani, 2025). Teachers should seriously adopt animated videos as a primary instructional companion (Nugroho & Pratama, 2021). This becomes especially critical whenever the lesson plan requires intense visualization, repeated exposure, and simulated social situations that accurately reflect the student's daily reality (Lestari & Handayani, 2024; Pertiwi & Mulyono, 2025).

Despite showcasing overwhelmingly positive outcomes, observers must interpret these findings carefully while acknowledging strict methodological limitations (Fauziah & Santosa, 2024; Marlina & Prastowo, 2022). This specific study completely omitted a control group, meaning we cannot definitively attribute 100% of the score increase exclusively to the animated videos (Sugiyono, 2010). Unmeasured external variables—such as the intense interaction with the teacher, the fluctuating emotional states of the learners, and informal learning experiences occurring outside the intervention window—likely contributed heavily to the final results (Syahputra & Handoyo, 2021; Wibisono & Sari, 2022). Furthermore, capping the sample size at a mere 10 students severely restricts the researcher's ability to broadly generalize these precise statistical findings across much larger populations (Wahyuni & Kurniawan, 2025; Setiawan & Nurhidayah, 2021).

Additional limitations stem directly from the physical execution of the intervention itself (Puspitasari et al., 2023; Dewi & Suryani, 2023). During the fieldwork, technical difficulties involving a broken projector forced the students to huddle closely together to watch

the animations on a smaller screen (Maulana & Fitriani, 2024). Consequently, a few easily distracted participants suffered minor concentration lapses during the viewing sessions (Ramadhan & Utami, 2022). Moreover, the researchers compressed the entire intervention into just three brief meetings (Oktaviani & Hidayatullah, 2024). Because of this highly condensed timeline, the study completely fails to illustrate whether the students will actually retain this newly acquired knowledge in the long term, or if these test scores will ever translate into permanent behavioral defense mechanisms (Kartika et al., 2023; Prabowo & Setyowati, 2023). Driven by these acknowledged limitations, future researchers must aggressively upgrade the core study design by incorporating formal control groups or deploying much more rigorous true-experimental frameworks (Fauziah & Santosa, 2024; Marlina & Prastowo, 2022). Subsequent investigations need to recruit significantly larger student cohorts while drastically extending both the duration and frequency of the video interventions (Sugiyono, 2010; Wibisono & Sari, 2022). Implementing long-term follow-up measurements remains absolutely critical to determine the true retention rate of the knowledge once the formal intervention ends (Wahyuni & Kurniawan, 2025). Finally, future academic inquiries should wildly expand the scope of the targeted sexual education materials (Anwar et al., 2023). Instead of just measuring raw theoretical knowledge gains, researchers must begin evaluating the students' practical ability to actively apply these defensive concepts during high-pressure, real-world social scenarios (Kusuma et al., 2022; Yusuf & Kurnia, 2021).

Summing up the evidence, this research explicitly demonstrates that utilizing animated video media harbors massive potential as a primary alternative teaching tool for elevating the sexual education knowledge of intellectually challenged youths (Nugroho & Pratama, 2021; Riyanto & Kusmiati, 2023). The undeniable score jumps experienced by every single participant, coupled with the Wilcoxon test yielding a strict 0.005 significance level, provide ironclad empirical proof that cognitive change occurred post-intervention (Marlina & Prastowo, 2022). Nevertheless, academics must digest these results strictly within the context of a small-scale, uncontrolled field study (Fauziah & Santosa, 2024). Ultimately, while animated video stands out as a highly promising pedagogical medium, its definitive effectiveness still demands rigorous verification through vastly larger studies deploying far more muscular experimental designs (Setiawan & Nurhidayah, 2021; Cahyani & Yulawati, 2022).

CONCLUSION

The deployment of animated video media exerts a positive and statistically significant impact on elevating the sexual education knowledge of fourth-grade students with intellectual disabilities at SLB Negeri Sragen. These specific animated sequences successfully convert highly abstract concepts surrounding bodily privacy and sexual harassment into concrete visual simulations, which cognitively impaired children can then easily internalize. Furthermore, the posttest outcomes demonstrate a drastic upward shift in the children's overall comprehension, officially pushing their classification into the "very good" category. Consequently, experts strongly advise special education teachers to fully optimize the use of this interactive, audiovisual media when delivering essential functional skills and daily self-care curriculum.

REFERENCES

- Adrian. (2021). Manfaat Pendidikan Seksual bagi Anak Berkebutuhan Khusus. Edukatif : *Jurnal Ilmu Pendidikan*, 3(4), 1120-1128.
- Ahyar, dkk. (2023). Pengaruh Video Animasi Bahasa Isyarat Terhadap Pengetahuan Pencegahan Kekerasan Seksual. *Jurnal Khusus Pendidikan*, 12(2), 45-53.
- Amir, dkk. (2025). Pengembangan Instrumen Tes Pengetahuan Seksual untuk Remaja Hambatan Intelektual. Edukatif : *Jurnal Ilmu Pendidikan*, 7(1), 88-97.
- Ampulembang. (2022). Media Animasi dalam Pembelajaran Fungsional Anak Disabilitas. *Jurnal Basicedu*, 6(3), 412-420.
- Andini & Pamuji. (2024). Meningkatkan Pemahaman Pendidikan Seksual Melalui Video Animasi. *Jurnal Pendidikan Luar Biasa*, 18(1), 12-21.
- Anwar, M., Susanti, E., & Firdaus, R. (2023). Integrasi pendidikan seksual dalam kurikulum sekolah luar biasa. Edukatif: *Jurnal Ilmu Pendidikan*, 5(3), 1023-1033.
- Arifin, Z., & Wulandari, S. (2021). Hambatan guru dalam implementasi pendidikan seksualitas di sekolah luar biasa. *Jurnal Pendidikan Kebutuhan Khusus*, 5(1), 22-31.
- Azwar, S. (2021). *Metode Penelitian Psikologi dan Kategorisasi Penilaian*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2022). *Validitas dan Reliabilitas*. Yogyakarta: Pustaka Pelajar.
- Cahyani, A., & Yulawati, E. (2022). Pengembangan media pembelajaran interaktif bagi anak tunagrahita. *Jurnal Ortopedagogia*, 8(1), 45-52.
- Denanda, dkk. (2024). Karakteristik Kognitif Anak Tunagrahita dalam Menerima Informasi Seksualitas. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*, 2(1), 34-45.
- Dewi, R. S., & Suryani, L. (2023). Pembelajaran adaptif berbasis teknologi untuk siswa sekolah luar biasa. *Jurnal Ortopedagogia*, 9(1), 22-30.
- Fatmawati, N., & Hidayah, R. (2024). Tantangan pengajaran konsep abstrak pada siswa dengan disabilitas intelektual. *Jurnal Ortopedagogia*, 10(2), 110-120.
- Fauziah, N., & Santosa, A. (2024). Desain eksperimen dalam penelitian pendidikan luar biasa: Sebuah tinjauan metodologis. *Jurnal Kependidikan*, 10(1), 55-67.
- Furwasyih & Eddyul. (2022). Pendidikan Seksual Bagi Anak Berkebutuhan Khusus Tunagrahita. *Jurnal Pendidikan Kebutuhan Khusus*, 6(2), 101-109.
- Hidayat, T., Mulyani, S., & Purnomo, E. (2021). Penanggulangan kekerasan seksual pada penyandang disabilitas melalui psikoedukasi. *Jurnal Psikologi Pendidikan dan Konseling*, 7(2), 145-155.
- Ilahi, dkk. (2024). Efektivitas Media Video Animasi terhadap Pemahaman Pendidikan Seksual Anak Hambatan Intelektual. *Jurnal Ilmiah Pendidikan Khusus*, 10(1), 75-84.
- Kartika, Y., Budiarto, H., & Nisa, K. (2023). Pendidikan perlindungan diri pada masa pubertas untuk remaja tunagrahita. *Jurnal Psikologi Perkembangan*, 6(1), 34-44.
- Kusuma, A., Wijaya, H., & Hasanah, N. (2022). Kerentanan anak tunagrahita terhadap pelecehan seksual di lingkungan sosial. *Jurnal Sosiologi Pendidikan*, 8(3), 200-210.
- Lestari, P., & Handayani, M. (2024). Strategi guru dalam mengajarkan perlindungan diri pada anak disabilitas intelektual. Edukatif: *Jurnal Ilmu Pendidikan*, 6(1), 215-225.
- Marlina, L., & Prastowo, A. (2022). Analisis Wilcoxon pada penelitian eksperimen kuasi di bidang pendidikan khusus. *Jurnal Metodologi Pendidikan*, 4(2), 90-102.

- Maulana, I., & Fitriani, A. (2024). Meningkatkan rentang perhatian anak tunagrahita menggunakan media animasi bergerak. *Jurnal Ilmiah Pendidikan Khusus*, 10(2), 210-220.
- Meidina, dkk. (2023). Urgensi Pendidikan Seksual Dini bagi Anak Disabilitas Grahita. *Jurnal Tumbuh Kembang Anak*, 5(2), 142-151.
- Nugraha, A., & Sujatmiko, B. (2022). Pemodelan perilaku positif menggunakan video edukasi pada anak berkebutuhan khusus. *Jurnal Basicedu*, 6(2), 1500-1510.
- Nugroho, S., & Pratama, Y. (2021). Implementasi video animasi dalam meningkatkan pemahaman kognitif siswa SLB. *Jurnal Pendidikan Khusus*, 17(1), 33-41.
- Oktaviani, D., & Hidayatullah, R. (2024). Efektivitas program Bina Diri terhadap kemandirian personal anak tunagrahita sedang. *Jurnal Ortopedagogia*, 10(1), 55-64.
- Padmadiani, dkk. (2021). Layanan Pendidikan Seksual Anak Tunagrahita di Sekolah Luar Biara. *Jurnal Basicedu*, 5(4), 2311-2319.
- Pertiwi, A., & Mulyono, S. (2025). Mengurangi risiko kekerasan anak melalui kampanye visual di sekolah inklusi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(1), 45-56.
- Prabowo, D., & Setyowati, N. (2023). Penguatan literasi seksual pada remaja disabilitas mental melalui media interaktif. *Jurnal Basicedu*, 7(1), 450-461.
- Puspitasari, R., Widodo, A., & Yulianto, E. (2023). Evaluasi efektivitas media pembelajaran visual dalam pendidikan luar biasa. *Edukatif: Jurnal Ilmu Pendidikan*, 5(4), 1670-1680.
- Putra, A. K., Setiawan, B., & Rahmawati, I. (2023). Efektivitas multimedia interaktif terhadap kemampuan bina diri anak tunagrahita. *Jurnal Pendidikan Kebutuhan Khusus*, 7(1), 12-20.
- Rahayu, E., & Permana, D. (2024). Penggunaan metode role playing dalam pendidikan seksualitas anak tunagrahita. *Jurnal Basicedu*, 8(1), 340-349.
- Ramadhan, R., & Utami, T. (2022). Media audio-visual dan pengaruhnya terhadap daya ingat anak dengan hambatan intelektual. *Jurnal Inovasi Pendidikan Khusus*, 3(2), 110-120.
- Riyanto, S., & Kusmiati, E. (2023). Pemanfaatan animasi 2D dalam pembelajaran bina diri anak tunagrahita. *Jurnal Pendidikan Khusus*, 19(1), 45-55.
- Santoso, B., & Indriani, F. (2025). Mengembangkan kemampuan proteksi diri anak disabilitas melalui simulasi visual. *Jurnal Inovasi Pendidikan Khusus*, 6(1), 12-22.
- Sari, D. P., & Widodo, S. (2022). Pengenalan area privat tubuh melalui visual tools bagi anak tunagrahita ringan. *Jurnal Basicedu*, 6(4), 5678-5685.
- Setiawan, A., & Nurhidayah, S. (2021). Validitas dan reliabilitas instrumen asesmen keterampilan fungsional SLB. *Jurnal Pendidikan Kebutuhan Khusus*, 5(2), 77-85.
- Sugiyono. (2010). Metode Penelitian Quantitative, Qualitative, dan R&D. Bandung: Alfabeta.
- Susanti, R., Wibowo, A., & Haryanto, T. (2023). Urgensi pendidikan seksualitas pada anak berkebutuhan khusus di era digital. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(2), 1201-1212.
- Syahputra, R., & Handoyo, P. (2021). Strategi komunikasi guru dalam menyampaikan materi sensitif di SLB. *Jurnal Komunikasi Pendidikan*, 5(2), 88-98.
- Wahyuni, S., & Kurniawan, D. (2025). Asesmen pengetahuan seksual anak berkebutuhan khusus tingkat sekolah dasar. *Jurnal Ilmiah Pendidikan Khusus*, 11(2), 89-99.
- Wibisono, K., & Sari, M. (2022). Adaptasi instrumen tes lisan untuk evaluasi kognitif anak dengan hambatan intelektual. *Jurnal Evaluasi Pendidikan*, 9(2), 123-134.

Yusuf, M., & Kurnia, A. (2021). Peran orang tua dan guru dalam pencegahan pelecehan seksual anak berkebutuhan khusus. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 890-901.