DEVELOPMENT OF ANIMATED VIDEOS AS AN EFFORT TO PREVENT ONLINE SEXUAL VIOLENCE AT THE UPT SPF SMP NEGERI 8 MAKASSAR

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Abstract

his study aims to determine: 1) the overview of needs for developing animated videos as an effort to prevent sexual violence in the online realm, 2) the prototype of animated videos as a medium for prevention, 3) the validity of the animated videos, and 4) the practicality of these videos. The research approach used the Borg & Gall R&D model with a mixed quantitative and qualitative method. The research subjects consisted of two Guidance and Counseling lecturers, two Educational Technology lecturers, and two school counselors. Data was collected through needs questionnaires, expert validation sheets, observations, interviews, and documentation of trial results, analyzed descriptively. The findings show that: 1) animated video development is highly needed by students and counselors; 2) the prototype is a 10-minute MP4 video made using Cap Cut, Canva, and Clipvideo; 3) the animated video is declared valid and practical; 4) it facilitates counselors in providing information services to prevent online sexual violence.

Keywords: Animated Video, Sexual Violence, Online

Abstrak

Penelitian ini bertujuan untuk mengetahui 1) gambaran kebutuhan pengembangan video animasi sebagai upaya pencegahan kekerasan seksual di ranah daring, 2) gambaran prototype video animasi sebagai media pencegahan, 3) validitas video animasi, dan 4) kepraktisan video animasi tersebut. Pendekatan penelitian menggunakan model R&D Borg & Gall, dengan metode campuran kuantitatif dan kualitatif. Subjek penelitian terdiri dari 2 dosen Bimbingan dan Konseling, 2 dosen Teknologi Pendidikan, dan 2 guru BK. Data dikumpulkan melalui angket kebutuhan, lembar validasi ahli, observasi, wawancara, dan dokumentasi hasil uji coba, dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa: 1) pengembangan video animasi sangat dibutuhkan oleh siswa dan guru BK; 2) prototype video animasi berdurasi 10 menit dengan format MP4, dibuat menggunakan Cap Cut, Canva, dan Clipvideo; 3) video animasi dinyatakan valid dan praktis oleh para ahli dan guru BK; 4) video animasi memudahkan guru BK dalam memberikan layanan informasi pencegahan kekerasan seksual ranah daring.

Kata kunci: Video Animasi, Kekerasan Seksual, Daring

INTRODUCTION

The phenomenon of online sexual violence against children is one of the most pressing issues that has emerged with the development of digital technology. Increased internet access and the use of digital devices by children and adolescents has created a new space for interaction that not only opens up positive opportunities, but also presents serious risks, including sexual exploitation and violence. The Simfoni PPA report (2024) shows that from January to June 2024, there were 7,842 cases of sexual violence against children, with a significant percentage occurring through online platforms such as social media, chat applications, and online games (Ramli, 2024). This data confirms that the digital world, which should be a means of learning and entertainment for children, has the potential to become a space that is vulnerable to various forms of sexual abuse, manipulation, and exploitation by perpetrators who take advantage of anonymity and easy access to technology. UNICEF (2023) even argues that the acceleration of digital transformation, which is not balanced by adequate digital literacy, puts children in a vulnerable position to various forms of online sexual violence, mainly due to a lack of education on digital security and weak adult supervision.

Sexual violence is not only understood as physical acts that attack children's bodies, but also includes verbal, visual, and nonverbal acts that demean dignity, violate personal boundaries, and lead to sexual gratification by perpetrators without the victim's consent. Angesti (2023) explains that sexual violence is an act that degrades, harasses, or attacks a person's body without consent, in which children are often the main victims due to their inability to recognize danger signs or give conscious consent. The WHO (2017) emphasizes that sexual violence has long-term effects, including physical and mental health disorders, psychological trauma, anxiety, depression, post-traumatic stress disorder (PTSD), and social relationship disorders. Such trauma can affect children's emotional and social development, thereby impacting their academic achievement, self-adjustment, and overall psychological well-being.

In the context of education, schools are strategic spaces for educating and preventing sexual violence against children and adolescents. Guidance and counseling teachers (BK) play an important role as the front line in providing information, education, and psychological assistance to students. However, various studies have found that guidance counselors still face a number of obstacles related to the effectiveness of their services, especially in terms of using interactive media that is appropriate for the characteristics of their students. Yuniyanti (2020) states that most guidance counselors are still limited to using conventional media such as lectures, leaflets, or PowerPoint presentations, which are not very appealing to the current digital generation. The lack of interactive media causes students to often lose focus and motivation to understand important issues, including sensitive topics such as sexual violence and digital security.

In the modern educational paradigm, the use of visual and interactive media has become an unavoidable necessity. Gladding (2009) argues that visualization in counseling services helps students understand abstract material in a more concrete and

understandable way, especially in sensitive topics that are difficult to explain verbally. Geldard and Geldard (2012) add that interactive media allows counselors to create a more open communication atmosphere, reducing students' awkwardness and helping them express their thoughts and feelings more effectively. Thus, the use of visual media such as videos, animations, and illustrations is not only a form of technical innovation but also a pedagogical strategy that can improve the effectiveness of counseling services.

Prensky (2001) introduced the concept of "digital natives," which describes the current generation of teenagers as a group that has grown up and developed alongside digital technology. Children and teenagers of this generation tend to be more responsive to technology-based media and have a high preference for visual, interactive, and dynamic content.

Based on this perspective, the use of conventional media in counseling services has become less relevant for students who are accustomed to consuming information quickly and visually. Animated videos are one of the most effective forms of media for reaching digital natives because they have the ability to convey messages concisely, attractively, and emotionally. Empirical findings support the effectiveness of animated media in education and the prevention of sexual violence. Ahyar's (2023) research shows that the use of animated videos significantly improves junior high school students' understanding of the concept of sexual violence and how to prevent it. Ahyar highlights that animation is able to simplify complex concepts into easy-to-understand narratives while providing visual examples of real situations without presenting content that causes discomfort. In addition, research by Zweig et al. (2021) reinforces that story-based video media can foster awareness, empathy, and deeper knowledge about the risks and dynamics of online sexual violence. Story-based media allows students to identify warning signs through a narrative that reflects everyday situations, so that prevention messages can be better internalized.

Given the complexity of the issue and the need for a more relevant educational approach, the innovation of counseling service media is urgently needed. One strategy that can be applied is to design interactive animated videos that not only provide information but also actively engage students in the learning process. The concept of interactivity provides opportunities for students to choose storylines, answer questions, identify risks, or take certain actions in digital scenarios. Thus, the learning experience becomes more personal, in-depth, and contextual. The development of interactive animated videos in the context of education requires an appropriate instructional design approach. The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model is one of the most widely used media development models because it is flexible and systematic (Branch, 2009). Through the analysis stage, student needs, digital literacy levels, and online risk characteristics can be comprehensively mapped. The design and development stages then combine visual aspects, narrative, animated characters, and interactivity to produce media that is easy to understand, child-friendly, and in line with the cognitive development of junior high school students. In the implementation stage, the video is

tested on relevant users, followed by formative and summative evaluations to assess its effectiveness, appeal, and level of student understanding.

The interactive animated video titled "Jerat Digital" (Digital Trap) is designed as an innovative information service medium in an effort to prevent online sexual violence among junior high school students. The title "Jerat Digital" reflects the reality that children today are easily trapped in risky situations in the virtual world without them realizing it. This media aims to provide education through a storyline involving fictional teenage characters who face various digital interaction situations, ranging from private messages, invitations to meet, requests for personal photos, to emotional manipulation often carried out by perpetrators. Through animated visualizations, students can understand grooming patterns, forms of online sexual violence, danger signs, and preventive measures that must be taken. In addition to providing education, this interactive animated video is expected to be a solution to the limitations of guidance counseling services, which have been an obstacle in schools. With attractive and interactive visuals, guidance counselors can utilize this media in classroom information services, group counseling, and digital literacy activities. This media can also be used independently by students, thereby expanding the scope of guidance counseling services in preventing online sexual violence. The integration of technology in counseling services is in line with the development of digital pedagogy and the needs of digital native students.

The use of animated videos in the context of preventing sexual violence also has a strong foundation in behavioral and cognitive learning theory. Bandura (1986) explains that individuals can learn through observation (observational learning), particularly through models or characters presented in visual media. When students watch characters in videos facing risky situations and making certain decisions, they cognitively imitate these behavior or thought patterns. Meanwhile, Paivio's dual coding theory (1990) asserts that information presented in verbal and visual forms simultaneously will be easier for students to process and remember. With a combination of narration, dialogue, animated visuals, and interaction, the "Digital Trap" video has the potential to strengthen students' understanding and knowledge retention.

From an adolescent development perspective, education on digital security and the prevention of online sexual violence is very important to be provided at the junior high school level. Santrock (2018) states that early adolescents are in a more mature stage of cognitive development than children, but still have high emotional vulnerability and a tendency to explore their identity online. At this stage, students are often active on social media and are susceptible to social pressure or solicitations from strangers. Therefore, counseling services need to provide an educational approach that is responsive, preventive, and adaptive to the dynamics of adolescent development. The urgency of developing this interactive animated media is also reinforced by the increasing number of cases of cyber grooming, sextortion, and the distribution of non-consensual intimate content involving adolescents. Europol (2020) notes that perpetrators of online sexual

crimes often use emotional and relational manipulation strategies to build trust with victims before exploiting them. These grooming strategies are difficult for adolescents to recognize because they are carried out gradually through friendly conversations, compliments, virtual gifts, and invitations to meet in the real world. With interactive animated videos, students can learn grooming patterns through concrete examples simulated in a storyline, so that they are better prepared to recognize and avoid similar situations.

In general, this research was developed with the main objective of designing and testing the effectiveness of the interactive animated video "Jerat Digital" (Digital Trap) as an information service medium in efforts to prevent online sexual violence among junior high school students. The developed media is expected to improve students' understanding, increase awareness of digital risks, and strengthen digital literacy in the context of safety and self-protection. With a systematic, theory-based approach that is relevant to the needs of students, this research is expected to make a real contribution to the innovation of Guidance and Counseling services in schools and become one of the preventive efforts to reduce cases of online sexual violence against children and adolescents.

METHOD

This study used the Borg & Gall (Gall et al., 2003) Research and Development (R&D) model approach, which consists of needs analysis, product design, development, expert validation, practicality testing, and product revision. The research subjects included two Guidance and Counseling lecturers (for material validation), two Educational Technology lecturers (for design validation), and two BK teachers (for practical testing). Data were collected through a needs questionnaire (Firgasari, 2025), expert validation sheet (Utami & Purwanto, 2020), in-depth interviews (Yuniyanti, 2020), observation, and documentation (Rossetto & Tollison, 2017). Data analysis was conducted using descriptive qualitative and quantitative methods. The quantitative analysis procedure used descriptive statistics (percentages and average scores) (Catabay et al., 2019), while qualitative data were analyzed using data reduction and interpretation techniques (Hilmi, 2019).

Data collection techniques included

1. Needs questionnaire: distributed to students and guidance counselors to identify service needs

2. Expert validation sheet: used by guidance counselors and educational technology lecturers to assess the suitability of the video material and design

3. Observation and interviews: to gain in-depth information about experiences and responses to the animated video.

4. Documentation: to support product trial data.

Data analysis was conducted using descriptive qualitative and quantitative methods (percentages and average scores).

RESULTS AND DISCUSSION

The increasing number of cases of online sexual violence against children and adolescents makes digital education-based prevention efforts an urgent necessity in schools. Online sexual violence includes not only explicit acts that occur through the exchange of images or invitations to meet, but also manipulative forms that often escape students' understanding, such as grooming, sexting, and sextortion. The survey data used in this study shows that 67.12% of students have a low understanding of these types of online sexual violence. This finding is very worrying because it shows that the majority of students are not yet able to recognize the warning signs they may encounter through social media, online gaming platforms, or instant messaging applications. This low level of knowledge is in line with the ECPAT (2020) report, which confirms that children and adolescents often lack the critical skills to identify predatory sexual behavior on the internet due to a lack of education about digital safety.

UNICEF (2023) also emphasizes that children's low digital literacy is one of the main causes of their increased vulnerability to online sexual violence. Digital literacy is not only related to the ability to operate technological devices, but also includes the ability to understand risks, identify inappropriate actions, and know self-protection mechanisms in the online environment. When digital literacy is not developed from an early age, children become active users of technology who are vulnerable to exploitation. In the school context, this ability should be developed through Guidance and Counseling (BK) services, which have an educational and preventive mandate. However, various studies and observations in the field show that BK teachers face significant limitations in providing service media that are attractive and relevant to the digital world of junior high school students. Firgasari (2025) found that the BK services provided to students are still dominated by lectures, verbal presentations, and the use of informative posters or pamphlets, which are often unable to attract the attention of digital native students. These conventional media tend to be passive and do not provide opportunities for students to explore issues in depth.

Komnas Perempuan and UNFPA (2021) added that interactive online media is urgently needed to increase adolescents' awareness and understanding of sexual violence in the virtual world. Interactive media allows students to experience a more personalized and contextual learning process, as they not only receive information but also actively participate in the learning process. Thus, the development of digital educational media in the form of interactive animated videos is a relevant and strategic solution. Based on these needs, this study developed an animated video titled "Jerat Digital" (Digital Trap), designed as a guidance counseling information service medium that aims to provide education on the prevention of online sexual violence in an interesting, interactive, and easy-to-understand manner for junior high school students.

This animated video has a duration of 10 minutes and is presented in MP4 format to be compatible with various devices, from laptops to smartphones. The relatively short duration was chosen considering the characteristics of the digital generation students who tend to be more responsive to short, dynamic, and focused content. In the development process, the CapCut, Canva, and Clipvideo applications were used in an integrated manner to produce attractive animations with a combination of colors, visual movements, and narrative audio that grab the audience's attention. CapCut was used to process visual effects and transitions that add dynamics to the story, Canva was used for illustration design and character templates, while Clipvideo allowed for narrative adjustments and structured video sequencing.

The content of the "Digital Trap" video includes the definition of online sexual violence, its forms such as grooming, sexting, and sextortion, as well as case simulations based on real situations often experienced by teenagers on social media. In addition, this video provides prevention guidelines, including steps to recognize warning signs, strategies for rejecting suspicious invitations, reporting mechanisms, and self-protection messages. The material is delivered through a storyline involving fictional teenage characters who experience online interactions with unknown individuals who have the potential to become groomers. Through this narrative approach, educational messages can be conveyed in a more emotional and understandable way, in line with the concept that humans learn more effectively through stories. Gladding (2009) explains that visual and audio approaches in counseling media can improve students' understanding of abstract concepts, especially those related to values, morals, and behavior.

When material is delivered through attractive visualizations and clear narration, students are able to connect the information with their personal experiences. This is similar to Paivio's dual coding theory, which emphasizes that presenting information verbally and visually at the same time results in stronger memory retention. The use of animation in guidance counseling media is in line with this theory, as students not only hear the information but also see representations of the situation in the form of moving images. This audiovisual approach is expected to facilitate the internalization of messages, enabling students to recognize patterns of online sexual violence more quickly and accurately. After the animated video was developed, the next step was to validate the material and design to ensure the media's suitability for use in counseling services. The validation was conducted by two experts: a counseling lecturer who assessed the content and an educational technology lecturer who assessed the visual and technical aspects of the media.

The validation results show that the "Digital Trap" animated video has a material validity level of 95%, indicating that the video content is appropriate for students' needs and relevant to BK service standards related to the prevention of online sexual violence. This percentage indicates the "highly valid" category, meaning that almost all of the material in the video has met the indicators of competence, depth of material, child development aspects, and suitability to the educational context. The guidance counseling expert

assessment reinforced that all content in the video was designed in accordance with counseling ethics principles, did not cause excessive fear, and conveyed self-protection messages in an educational and child-friendly manner.

In addition to material validity, this video also obtained a design validity of 92% from educational technology experts. This design validity includes visual appearance, color suitability, illustration appeal, audio clarity, narrative clarity, storyline, text readability, and interactive navigation. This percentage falls into the "highly feasible" category, which means that the media meets the principles of good educational design. According to Geldard and Geldard (2012), the suitability of counseling media is determined by three aspects: message appropriateness, visual appeal, and ease of understanding. All three are fulfilled by the "Digital Trap" video, so it can be ascertained that this media is suitable for use in guidance counseling services in schools.

In addition to validity, practicality is also an important indicator in media development. Practicality is measured through limited trials with guidance counselors who will use the media in providing information services to students. Guidance counselors responded very positively and assessed that this interactive animated video is very practical to use because it can be easily displayed on various devices, both through classroom projectors and students' personal devices. Guidance counselors also said that this media is able to address the limitations of previous media, which were only in the form of pamphlets, posters, or lectures. This opinion is in line with Buchori (2018), who states that interactive visual media can increase student participation and make it easier for teachers to convey sensitive topics in a more comfortable atmosphere.

The practicality of the media can also be seen from its flexibility in various types of guidance counseling services. The video can be used in classical information services, group counseling, digital safety thematic discussions, and school activities based on the Pancasila student profile strengthening project (P5). With an easily accessible format that does not require special equipment, this media can reach more students and save guidance counselors time in preparation. The interactivity in the video provides a richer learning experience, as students can be involved in determining the storyline or answering reflective questions that arise in the middle of the video. This increases engagement and reduces the boredom that often occurs with lecture methods.

Furthermore, animated media such as "Jerat Digital" not only has an impact on cognitive understanding, but also on the affective aspects of students. By featuring characters that represent teenage life, this video helps students develop empathy and self-awareness of risky situations that may occur in everyday life. The emotional effect of visual narratives helps students internalize moral and digital ethics messages, making them better prepared to make safe decisions when interacting on social media. With the fulfillment of development needs, high validity of materials and design, and practicality of media in the implementation of guidance counseling services, the interactive animated video "Jerat Digital" is certain to be an important innovation in efforts to prevent online sexual

violence among junior high school students. This media not only addresses the shortcomings of previous services but also adapts the educational approach to the characteristics of the digital generation. The media developed in this study provides a new alternative for guidance counselors in delivering sensitive material safely, attractively, and effectively, while strengthening students' digital literacy in an increasingly complex era.

DISCUSSION

The findings of this study indicate that the development of animated videos as a medium for guidance counseling information services is an innovation that is highly relevant to the needs of junior high school students in the digital age. These results are in line with Prensky's (2001) view that the digital native generation is more responsive to visual, dynamic, and interactive media than to traditional learning methods such as lectures. This generation has grown up in a technology-rich audio-visual environment, so educational messages conveyed through animation are much more likely to attract attention and improve material retention. Ahyar (2023) reinforces these findings by showing that the use of animated videos significantly improves students' understanding of sensitive issues, including sexual violence. By combining narrative elements, fictional character visualizations, and storylines relevant to the lives of teenagers, animated videos are able to create meaningful learning and enrich the learning experience of students. SAFEnet (2019) also emphasizes that the visual storytelling approach is an effective strategy for introducing digital security issues to teenagers because this technique is able to present complex situations in a simple, emotional, and easy-to-understand manner.

The sensitive and complex nature of online sexual violence can be explained gradually through visual stories so that students not only understand the definition but are also able to identify examples, warning signs, and self-protection measures. The use of animated videos also overcomes various communication barriers that often occur in conventional counseling services in schools. Long lectures tend to be less appealing to students, especially when the material is sensitive, such as sexual violence.

Zweig et al. (2021) found that narrative-based video media can create a more comfortable and safe learning environment for students. When messages are conveyed through visual media, students tend to be more open and do not feel intimidated by the topics discussed. In this context, animated media becomes an effective bridge between guidance counselors and students, enabling the delivery of important information without creating psychological distance. Ramli's (2024) research also reinforces that positive online media can build students' awareness of the risks of online violence. When students are exposed to educational messages through engaging digital media, they become more sensitive to the potential dangers of the platforms they use every day, such as Instagram, TikTok, WhatsApp, and online games.

The urgency of developing this service media arises from data on student needs, which shows a low level of understanding of online sexual violence. A needs survey shows that

67.12% of students have a low understanding of the definition, forms, and risks of online sexual violence. This condition shows that the majority of students do not yet have the ability to recognize dangers, distinguish between safe and unsafe interactions, or know what actions to take when facing risky situations. This fact is in line with the UNICEF (2023) report, which confirms that children's low digital literacy is one of the main causes of their vulnerability to online sexual violence. Digital literacy is not only the ability to use devices, but also the ability to think critically in reading situations, understanding digital privacy, and knowing self-protection mechanisms in online spaces. ECPAT (2020) also highlights that many children and adolescents are unable to identify forms of online sexual violence such as grooming, sexting, and sextortion due to a lack of education from educational institutions and the family environment. This ignorance increases the risk because perpetrators take advantage of these weaknesses to carry out psychological manipulation.

Guidance counselors, who are responsible for providing prevention services, also convey that they are in dire need of more modern media to improve students' understanding. Firgasari (2025) states that information services that rely solely on lectures and posters are not effective in attracting students' attention. Visual media such as animations provide a more interactive learning experience, so that students do not only receive information passively but are also involved emotionally and cognitively. In many cases, students are reluctant to discuss sensitive issues directly with guidance counselors. Therefore, the use of animated media can be an indirect method to provoke awareness and further discussion.

In response to this need, an animated video prototype was developed as an educational medium that can be used in information services at schools. The video is 10 minutes long in MP4 format so that it can be easily accessed using various devices such as laptops, projectors, or students' mobile phones. The development process was carried out using the CapCut, Canva, and Clipvideo applications. CapCut was used to compile the video flow, set transitions, and provide dynamic visual effects. Canva helped design characters, illustrations, and attractive visual layouts, while Clipvideo was used to combine voice narration, background music, and other animated elements. The combination of these three applications enabled the creation of a video with professional visual quality that was still economical and simple to reproduce.

The video content includes the definition of online sexual violence, its forms such as grooming, sexting, and sextortion, as well as real-life case studies adapted from official reports by child protection agencies. The presentation of case studies aims to make it easier for students to understand situations that often occur in their digital lives. Preventive measures such as maintaining privacy, not sharing personal data, recognizing signs of threats, and reporting incidents to trusted adults are also explained using attractive visualizations. Utami and Purwanto (2020) explain that the use of animation in educational media can increase focus and motivation to learn because students feel entertained while gaining new knowledge. The animated characters in the video are

designed to resemble the daily lives of teenagers so that students feel emotionally close to the story. The voice narration is set with a calm and clear intonation to maintain sensitivity to the topics discussed.

After the prototype was completed, validation was carried out to ensure that the resulting media was truly suitable for use in guidance counseling services. The validation was carried out by two experts, namely a subject matter expert in the field of Guidance and Counseling and a media expert in the field of Educational Technology. The validation results showed that the animated video was valid in terms of both content and design. The guidance and counseling expert assessed that the content in the video was in line with the developmental tasks of junior high school students and was consistent with the guidance and counseling service standards related to the prevention of sexual violence. The explanations provided in the video were considered appropriate, did not cause excessive fear, and maintained the ethics of conveying sensitive issues to children and adolescents. The educational technology expert also assessed that the visual design, use of color, audio, and animation flow were in accordance with the principles of effective learning design. The video was considered to have adequate graphic quality, was not confusing, and was able to maintain students' attention from beginning to end.

The practicality aspect was also evaluated through limited trials with guidance counselors, who will be the main users of this media. Guidance counselors assessed that animated videos are very practical for use in guidance counseling services. This media can be easily played without the need for complicated technological devices. Guidance counselors also stated that the use of animated videos makes students more enthusiastic about participating in services, because they find the viewing experience more enjoyable than listening to long lectures. These findings are in line with Ahyar's (2023) research, which shows that animated videos can increase student interaction and participation in discussions after the video is played. Thus, this media not only improves understanding but also stimulates students' reflection and openness to discuss their experiences or questions related to digital security.

The urgency of digital literacy is further reinforced by various international studies that confirm that children are the most vulnerable group in the digital world. UNICEF (2023) notes that the trend of social media use among children has increased dramatically in developing countries, including Indonesia, while their knowledge of digital security has not increased proportionally. ECPAT (2020) also emphasizes that children often do not understand that seemingly trivial actions such as sharing photos, clicking on unknown links, or replying to messages from strangers can open the door to sexual predators. In this context, animated videos are an appropriate tool for providing more concrete understanding so that students can recognize the risks early on. Animated media allows for visual delivery of messages that can help students remember preventive measures and recognize the manipulation patterns used by perpetrators.

By taking into account the needs of students, the capacity of guidance counselors, and the urgency of digital literacy, the development of animated video media is an innovative preventive measure in online sexual violence prevention education in schools. This media not only enriches guidance counseling methods but also makes a significant contribution to strengthening a culture of digital security among teenagers. Animated videos serve as a bridge between students and sensitive issues that they often face but find difficult to understand. With a visual approach, a touching narrative, and a presentation that is adaptive to the digital world of teenagers, this media is expected to be one of the strategic solutions in efforts to protect children from online sexual violence.

CONCLUSION

The animated video "Digital Trap" developed in this study has been proven to be valid and practical for use as an information service medium in efforts to prevent online sexual violence among junior high school students. The validity of the medium was demonstrated by a material expert rating of 95% and a design expert rating of 92%, confirming that the content and appearance of the video meet the criteria for use in guidance and counseling services. This video contains material on the definition of online sexual violence, forms of threats such as grooming, sexting, and sextortion, as well as preventive measures that students can take. The presentation of material through storylines, animated characters, persuasive audio narration, and attractive visuals makes it easier for students to understand issues that were previously considered sensitive and difficult to explain using traditional lecture methods.

Guidance counselors at SMP Negeri 8 Makassar consider this video to be very practical because it can be used flexibly in various information sessions, both in groups and individually. This media also provides a solution to the limitations of service facilities that previously relied only on posters and verbal explanations, which often failed to attract students' attention. Previous research by Prensky (2001), Gladding (2009), and Ahyar (2023) reinforces that visual and audio-based digital media can improve information retention, improve conceptual understanding, and create a more meaningful learning experience for the digital native generation.

In addition, "Jerat Digital" supports efforts to improve students' digital literacy as recommended by UNICEF (2023) and ECPAT (2020), in line with the importance of providing education about the risks of online sexual violence from an early age. Thus, this animated video not only serves as an educational medium but also as an innovative and relevant preventive measure in addressing the increasing cases of sexual violence in the digital realm. This medium has the potential to be used more widely to strengthen counseling services in other schools to create a safe and empowering learning environment for students.

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