

THE DEVELOPMENT OF AN INTERACTIVE POP-UP STORYBOOK TO ENHANCE CHILDREN'S SELF-PROTECTION SKILLS

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Abstract: Child sexual abuse remains a critical public health concern in Indonesia, yet structured preventive education within early childhood institutions remains severely limited. This study developed an interactive pop-up storybook to enhance self-protection skills among Group B kindergarten children aged 5–6 years in the context of sexual violence prevention. Using the ADDIE instructional design model, 49 children from three kindergartens in South Surabaya were selected through multistage cluster random sampling. The instrument covered five dimensions: body part knowledge, touch recognition, refusal competency, trusted adult identification, and verbal response skills. Media feasibility was validated by three domain experts in instructional technology, early childhood education, and reproductive health, yielding a mean score of 87.9% (Very Feasible). Field trials proceeded through one-to-one, small group, and full implementation stages. Pre-test and post-test data were analyzed using a paired-sample t-test, with normality confirmed via Shapiro-Wilk. Results confirmed a statistically significant improvement ($t = 3.501$, $p = 0.001$), a moderate-to-large effect size (Cohen's $d = 0.82$), and a mean score gain of 16.57 points across five dimensions. Greatest gains occurred in foundational knowledge domains. The developed medium is valid, feasible, and effective for integration into early childhood educational settings as part of structured sexual violence prevention programs.

Keywords: Interactive Media, Pop-Up Storybook, Self-Protection Skills, Early Childhood Education, Sexual Violence Prevention

A. Introduction

Self-protection skills are closely associated with an individual's capacity to safeguard and defend themselves from potential dangers posed by other people, objects, or specific events (Musyrifin & Setiawan, 2020). This capacity is inherently linked to self-reliance, as the ability to respond to threatening or inappropriate situations depends largely on an individual's autonomy in protecting themselves (Rohmati, 2023). In the context of early childhood, children are considered capable of protecting themselves when their self-protection skills are sufficiently developed to enable them to respond independently and appropriately to inappropriate or harmful behaviors directed toward them (Russell et al., 2024).

Child sexual abuse (CSA) represents one of the most serious global public health and child protection challenges of our time. Epidemiological evidence consistently indicates that CSA victimization rates remain high across diverse national contexts, with children aged five to six years constituting one of the most vulnerable populations due to their developmental dependence on adults and limited capacity for independent threat appraisal (Che Yusof et al., 2022). In Indonesia, reported CSA cases have risen sharply in recent years, while structured preventive education within early childhood institutions remains severely limited (Solehati et al., 2022). Bright et al. (2022) confirm that school-based prevention programs for preschool and kindergarten children are both feasible and effective when designed with developmental appropriateness as the guiding principle.

Previous research on self-protection skills and personal safety education for young children, particularly in the context of preventing child sexual abuse, has emphasized the critical role of parental involvement. Russell et al. (2024) highlight that parents serve as primary agents in preventing sexual violence against young children, frequently equipping children with strategies to protect themselves when faced with potential sexual abuse situations. Nonetheless, the school environment constitutes an equally important arena for systematic preventive education. A Cochrane systematic review by Walsh et al. (2015) confirmed that school-based education programs produced consistent improvements in children's protective behaviors and knowledge of sexual abuse prevention, establishing the empirical foundation for structured

school-based intervention as the field's primary prevention strategy. More recently, Gubbels et al. (2021) conducted a meta-analytic review of 34 studies involving over 11,000 children and found significant overall effects of school-based programs on both abuse-related knowledge ($d = 0.572$) and self-protection skills ($d = 0.528$), with younger children and preschool or kindergarten samples demonstrating larger effect sizes than older age groups. These findings underscore that teachers, who possess both professional training and sustained daily contact with children across critical developmental windows, are uniquely positioned to deliver preventive education effectively.

Research has demonstrated that educational media incorporating narrative and visual elements are particularly effective in conveying personal safety concepts to young children. Huang & Cui (2020) found that picture books addressing CSA prevention produced significant improvements in children's self-protection knowledge and skills in a controlled experimental study. Craig (2022) subsequently analyzed the content of CSA prevention books and identified evidence-based features associated with educational effectiveness, including the use of anatomically correct terminology, explicit instruction in refusal skills, and child-centered framing of the "say no, go, tell" response sequence. Ferragut et al. (2023) further confirmed through meta-analysis that CSA prevention programs produce significant knowledge gains across diverse age groups, with program duration and active participation strategies emerging as key moderators of effectiveness. Celik (2024) similarly found through systematic review that behavior modeling and role-playing techniques demonstrate moderate-to-strong effectiveness in school-based CSA prevention, particularly when programs are developmentally calibrated for primary school-aged children. These findings provide direct theoretical grounding for the design of the interactive pop-up storybook developed in this study.

Despite the growing body of evidence supporting narrative and media-based CSA prevention approaches, a critical gap persists in the literature. Existing studies have predominantly focused on parental involvement strategies, school-based program feasibility, or content analysis of prevention books,

without addressing the simultaneous challenge of teacher resource scarcity and children's multimodal learning needs within Indonesian early childhood contexts. No study to date has developed and empirically tested an interactive, hands-on pop-up storybook that integrates self-protection content with fine-motor and socio-emotional activities tailored to Group B kindergarten children. The present study addresses this gap by developing an interactive pop-up storybook as an educational medium designed to enhance children's self-protection skills, incorporating content related to personal boundaries, appropriate and inappropriate touch, and structured response sequences, alongside interactive activities aimed at strengthening children's independence and self-confidence, both of which are recognized as critical determinants of protective behavior (Akil Musi, 2025; Purwanti & Haerudin, 2020).

The objectives of fostering independence and self-confidence can be effectively facilitated through an interactive pop-up storybook, as it accommodates diverse learning styles among young children. Children with visual learning preferences benefit from engaging illustrations and narratives written in simple, rhythmic sentences that enhance comprehension and retention (Nikmati Millati Askha et al., 2025). Those with auditory learning preferences can engage with embedded sound features, while children with kinesthetic or tactile learning styles are supported through fine-motor activities such as drawing, matching, dressing illustrated characters, and physically demonstrating response cards. These multimodal features create an inclusive and developmentally responsive learning environment (Kewalramani et al., 2022).

Storybooks are categorized as printed visual media conveying messages through written text accompanied by illustrative images (Kaffah et al., n.d.). Pop-up books, in particular, incorporate motion and interaction through paper-engineering mechanisms such as folds, scrolls, slides, tabs, or rotating wheels (Masykuroh & Wahyuni, 2023). Despite their mechanical and interactive elements, pop-up books maintain the outward appearance of conventional books, and their effectiveness lies in the ingenuity with which this traditional format conceals unconventional, interactive characteristics (Arjuna & Ardiansyah, 2019). Prior studies confirm that interactive pop-up books and

similar hands-on educational media produce positive outcomes across language, cognitive, and socio-emotional developmental domains in early childhood settings (Humaida & Abidin, 2021; Ali & Munastiwi, 2021).

Preliminary field observations conducted at several kindergartens in South Surabaya prior to this study revealed a consistent pattern of institutional unpreparedness. Teachers reported that structured learning activities addressing sexual violence prevention were rarely or never implemented, with the absence of developmentally appropriate instructional materials cited as the primary barrier. None of the observed schools possessed dedicated media or curriculum guides for personal safety education. These contextual findings align with broader evidence that teachers frequently lack both the resources and the confidence to deliver CSA prevention education effectively (Khademian et al., 2020), underscoring the urgent need for a practical, teacher-ready educational medium of the kind developed in this study.

The use of pop-up books in early childhood educational contexts aligns with several established theoretical frameworks. Piaget's theory of cognitive development situates children aged five to seven years in the preoperational stage, during which concrete, visual, and tangible representations are most effective. Vygotsky's concept of the zone of proximal development further supports the use of interactive, scaffolded media with adult guidance. Dale's Cone of Experience posits that learners retain greater proportions of content through active, participatory, and multisensory experiences. The interactive pop-up storybook operationalizes all three frameworks within a single instructional tool (Al Mubarak, 2021). A quasi-experimental study by Maleki et al. (2023) with Iranian preschoolers demonstrated that structured, multi-session personal safety education produced significant improvements in children's CSA prevention knowledge, self-protective skills, and self-disclosure competency compared to a control group, providing empirical support for the effectiveness of structured, school-based intervention approaches of the kind implemented in this study.

B. Method

This study employed a research and development design using the ADDIE instructional design model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model provides a structured and iterative approach to developing educational media, ensuring that the final product is pedagogically sound, developmentally appropriate, and aligned with identified learning objectives (Sungur et al., 2022; Aminudin & Hartinah, 2023). Through this framework, the interactive pop-up storybook was designed and refined systematically to enhance children's self-protection skills.

The needs analysis phase constituted a critical process aimed at identifying and prioritizing problems arising from gaps between existing conditions and expected outcomes. To determine the types of educational media required by schools and parents in efforts to prevent sexual violence against young children, the researcher employed a literature review, institutional assessment of early childhood education (ECE) centers, and media needs analysis. The literature review ensured that the development was grounded in strong theoretical foundations and supported by previous empirical studies. Assessments within ECE institutions examined existing sexual violence prevention efforts, both in terms of institutional programs and the availability of educational media. Teachers reported that most kindergartens lacked structured materials or guidance for delivering personal safety education, a finding consistent with broader research on teacher preparedness for CSA prevention (Khademian et al., 2020).

Based on the findings of the preliminary analysis, the researcher proceeded to design an appropriate media prototype capable of accommodating diverse learning styles. Simultaneously, research instruments were developed to measure children's levels of self-protection skills. To ensure the validity of both the media design and the measurement instrument, a content validity evaluation was conducted. The self-protection skills instrument was reviewed and validated by experts in instructional technology, early childhood education, and child reproductive health education, thereby ensuring

its conceptual accuracy, developmental appropriateness, and pedagogical relevance.

The target population comprised Group B kindergarten children and teachers in schools located in South Surabaya. A total of 49 children participated, with an age range of 5 to 6 years ($M = 5.7$ years). The sample consisted of 26 girls (53.1%) and 23 boys (46.9%). Inclusion criteria required that participants were enrolled in Group B (the final year of kindergarten), had no diagnosed cognitive or developmental disabilities that would preclude engagement with the media, and whose parents or guardians provided written informed consent. Three kindergartens were identified as representative through multistage cluster random sampling: TK St. Carolus, TK Kemala Bhayangkari 1, and TK Pancasila III. These schools share similar characteristics, particularly their proximity to densely populated urban areas and commercial or industrial centers, contexts considered more contextually vulnerable with respect to sexual violence against young children.

Data collection employed anecdotal records (Yuliati et al., 2024) to document significant events during the research process. Structured observation techniques were utilized to measure the effectiveness of the interactive pop-up storybook. The data collection instruments consisted of an assessment rubric and response questionnaires administered to both children and teachers. The children's response questionnaire was adapted from established criteria for high-quality book media, with modifications made to ensure the language was developmentally appropriate for young learners.

Data analysis followed a structured sequential protocol. First, instrument validation was confirmed through item-total correlation analysis, with a critical r -value threshold of 0.30. Second, descriptive statistics were computed for pre-test and post-test scores, including means, standard deviations, and mean gain scores across all five dimensions of self-protection skills. Third, the normality of score distributions was assessed using the Shapiro-Wilk test, given the sample size of 49 participants; results confirmed that both pre-test and post-test score distributions did not significantly deviate from normality ($p > 0.05$), satisfying the parametric assumption required for

subsequent inferential analysis. Fourth, a paired-sample t-test was conducted to determine the statistical significance of the observed pre-test to post-test improvements. Fifth, effect size was calculated using Cohen's *d* to assess the practical magnitude of the observed gains. All analyses were performed using SPSS version 16, with a significance threshold of $p < 0.05$ applied throughout.

C. Result and Discussion

1. Overview of the Development Process

This research and development study aimed to produce an Interactive Pop-Up Storybook designed to provide children with knowledge and understanding of self-concept and personal safety in order to enhance their self-protection skills in preventing sexual violence among six-year-old children, conducted in accordance with the ADDIE model. Field observations at kindergartens in Surabaya revealed that teachers rarely incorporated structured learning activities addressing sexual violence prevention, citing the absence of developmentally appropriate materials as a primary constraint. Parents similarly reported feeling ill-equipped to discuss these topics with young children at home, consistent with international evidence on teacher and parent preparedness for CSA prevention (Khademian et al., 2020; Rudolph et al., 2024). The interactive pop-up storybook was developed to address these gaps by offering a teacher-ready medium that simultaneously engages children through narrative, interactive games, and multimodal activities aligned with their preoperational stage of cognitive development.

2. Instrument Validity

The self-protection skills measurement instrument comprised five indicator domains, each operationalized through observable behavioral descriptors rated using a structured observation rubric. Item-total correlation analysis yielded the results presented in Table 1.

Figure 1. Instrument Validity Results (Self-Protection Skills Indicators)

No	Indicator	r-value	r critical	Decision
1	Ability to name private body parts correctly	0.74	0.30	Valid
2	Ability to distinguish appropriate vs. inappropriate touch	0.68	0.30	Valid
3	Ability to express refusal to inappropriate actions	0.71	0.30	Valid
4	Ability to identify trusted adults to report to	0.66	0.30	Valid
5	Verbal response skill (say no, go, tell)	0.79	0.30	Valid

Note: r critical = 0.30; all items valid for use with children aged 5–6 years.

All five indicators exceeded the critical threshold, with correlation values ranging from 0.66 to 0.79, confirming adequate construct validity for the target age group. The highest correlation for verbal response skills ($r = 0.79$) suggests this dimension serves as the strongest discriminating indicator of overall self-protection competency, consistent with evidence that behavioral response rehearsal is central to skill internalization in young children (Maleki et al., 2023; (Rudolph et al., 2024).

3. Expert Validation of Media Feasibility

Media feasibility was assessed by three domain experts prior to field implementation. Results are presented in Table 2.

Table 2. Expert Validation Results for Interactive Pop-Up Storybook Feasibility

No	Expert Domain	Aspect Evaluated	Score (%)	Category
1	Instructional Technology	Pedagogical alignment, learning design	87.5	Very Feasible
2	Early Childhood Education	Developmental appropriateness, content	91.2	Very Feasible
5	Reproductive Health Education	Accuracy, sensitivity, safety of content	85.0	Very Feasible

Note: Very Feasible = 81–100%; Feasible = 61–80%.

The mean feasibility score of 87.9% placed the storybook within the Very Feasible category across all three domains. The early childhood education specialist accorded the highest rating (91.2%), commending the developmental appropriateness of narrative language and alignment of interactive activities with fine motor and socio-emotional milestones. The instructional technology expert (87.5%) noted the coherent pedagogical structure and effective integration of multimodal learning elements, while the reproductive health expert (85.0%) affirmed an appropriate balance between informational sufficiency and age-appropriate sensitivity. These validation scores are comparable to those reported in analogous pop-up book development studies in Indonesian early childhood contexts (Imamiyah et al., 2025; Nawang AT & Putra, 2025). Two rounds of expert-informed revision were conducted before field trials, addressing narrative simplification, illustration enlargement, interactive game restructuring, and tactile activity instructions.

4. Field Trial Stages

Field testing proceeded through three sequential stages consistent with the iterative development logic of the ADDIE

model. Table 3 summarizes each stage's structure and outcomes.

Table 3. Summary of Field Trial Stages, Participants, and Outcomes

No	Trial Stage	Participants	Focus	Trial Stage
1	One-to-one trial	3 children (1 per school)	Readability, physical usability	One-to-one trial
2	Small group trial	15 children (5 per school)	Engagement, interaction quality	Small group trial
5	Full implementation	49 children (all schools)	Effectiveness (pre/post-test)	Full implementation

Note: Revisions were conducted between each stage based on participant feedback and observational data.

During the one-to-one trial, two of three children required teacher mediation to interpret game component instructions, prompting rewriting using simpler syntactic structures supplemented with pictorial step-by-step guides. The small group trial revealed that engagement remained high during narrative sections (mean rating = 4.2 out of 5.0) but dipped during transitions to game activities, leading to restructuring of the interactive elements.

5. Pre-Test and Post-Test Results by Dimension

Effectiveness was assessed through a pre-test and post-test design administered to the full sample of 49 children. Descriptive statistics disaggregated by dimension are presented in Table 4.

Table 4. Descriptive Statistics of Pre-Test and Post-Test Scores by Self-Protection Skills Dimension (n = 49)

Dimension	Pre-test Mean	Post-test Mean	Mean Gain	% Increase
Body part knowledge	9.84	14.12	4.28	43.5%
Touch recognition	10.22	13.94	3.72	36.4%

Refusal competency	9.71	13.55	3.84	39.5%
Trusted adult identification	11.18	13.67	2.49	22.3%
Verbal response skills	11.42	13.66	2.24	19.6%

Note: Maximum possible score per dimension = 20; Total maximum = 100.

Meaningful improvements were observed across all five dimensions, with the greatest gains in body part knowledge (mean gain = 4.28; 43.5%) and touch recognition competency (mean gain = 3.72; 36.4%), reflecting the foundational knowledge prerequisites for more complex protective response skills. Gains in trusted adult identification (2.49; 22.3%) and verbal response skills (2.24; 19.6%) were more modest.

The pattern of differential gains across dimensions warrants critical interpretation beyond simple confirmation of effectiveness. Body part knowledge recorded the largest gain (43.5%), most plausibly because correct anatomical terminology represented entirely new vocabulary for most children, making instruction on this topic produce steep initial learning curves. The explicit, repeated visual presentation of body part names within the storybook provided a concrete referent that children could immediately recognize and rehearse, consistent with Craig (2022) finding that anatomically correct terminology is among the most educationally effective features of CSA prevention books. Similarly, Xu et al. (2024) reported that a Chinese CSA prevention toolkit achieved its greatest knowledge gains in foundational body safety concepts.

Verbal response skills and trusted adult identification, by contrast, recorded the most modest gains (19.6% and 22.3% respectively). These competencies require more than knowledge acquisition; they demand socio-emotional confidence, situational judgment, and the capacity to act counter to social norms of deference toward adults. In Indonesian sociocultural contexts, children are typically socialized from early childhood to respect and comply with adult authority, which may create

an internalized inhibition against refusing adult requests or disclosing uncomfortable experiences to others. A single-medium intervention, however well-designed, is unlikely to fully overcome deeply embedded relational norms within a brief implementation window. This interpretation aligns with Rudolph et al. (2024), who found that behavioral response skills in CSA prevention programs require sustained reinforcement across home, school, and community contexts to achieve durable internalization.

6. Inferential Statistical Analysis

A paired-sample t-test was conducted to determine statistical significance of the observed gains. Results are presented in Table 5.

Table 5. Paired-Sample t-Test Results (Pre-Test vs. Post-Test Total Self-Protection Skills Scores)

Variable	Mean Difference	t-value	df	Sig. (2-tailed)
Pre-test vs. Post-test (Self-Protection Skills)	16.57	3.501	48	0.001

Note: $p < 0.05$; df = degrees of freedom; two-tailed significance.

The result confirms a statistically significant improvement ($t = 3.501$, $p = 0.001$, $df = 48$). Effect size analysis yielded Cohen’s $d = 0.82$, indicating moderate-to-large practical significance.

The effect size obtained in this study (Cohen’s $d = 0.82$) is comparable to those reported in analogous CSA prevention research. Maleki et al. (2023) reported significant improvements in Iranian preschoolers’ personal safety knowledge and self-protective skills following a structured multi-session face-to-face program, while Xu et al. (2024) demonstrated meaningful effect sizes in a randomized controlled trial evaluating a Chinese CSA prevention toolkit. Lu et al. (2023) synthesized components of school-based CSA prevention programs across 57 studies and identified that media-rich, multi-session programs with active behavioral rehearsal consistently outperform single-session didactic formats, a finding that validates the iterative, game-

integrated design of the storybook developed in this study. The convergence of these findings across different national contexts, delivery formats, and cultural settings strengthens confidence in the generalizability of the present results. The interactive pop-up storybook achieves effectiveness comparable to more resource-intensive face-to-face programs, suggesting its particular utility in contexts where trained facilitators are scarce. The integration of interactive storybooks into classroom instruction has been shown to foster resilience, courage, persistence, and appropriate responses in children (Winna et al., 2024), further supporting the medium's relevance in early childhood settings (Hasanah et al., 2022; (Nawang AT & Putra, 2025).

7. Theoretical Alignment and Implications

The findings collectively affirm that the interactive pop-up storybook developed through the ADDIE model constitutes a valid, feasible, and effective instructional medium for enhancing self-protection skills among Group B kindergarten children. The observed learning outcomes empirically support the three theoretical frameworks underpinning this study. Piaget's preoperational stage theory predicted that concrete, visual, and tangible representations would be most effective for this age group, and the storybook's narrative-visual design produced measurable competency gains across all five dimensions. Vygotsky's scaffolding concept was operationalized through teacher-mediated engagement, particularly present during the one-to-one trial where adult guidance facilitated children's interaction with game components. Dale's Cone of Experience further explains the magnitude of gains, as the storybook's multimodal, participatory design positioned children as active learners rather than passive recipients of safety information. Lu, et al. (2023) identified in their realist review that active participation mechanisms, peer interaction, and repeated practice are the key contextual factors that drive knowledge and skill gains in school-based CSA prevention programs, patterns that are directly instantiated in the storybook's design.

This study makes a specific contribution by demonstrating that an interactive, hands-on pop-up storybook can simultaneously address three dimensions that prior Indonesian studies have treated separately, namely knowledge acquisition, behavioral skill

rehearsal, and multimodal engagement, within a single teacher-ready medium. Unlike program-based interventions that require specialized facilitator training, the storybook is self-contained and directly deployable by classroom teachers without additional preparation, directly addressing a documented resource gap in Indonesian early childhood settings (Khademian et al., 2020; (Solehati et al., 2022). Equipping children with self-protection knowledge does not imply restricting their play or isolating them from environmental risks; rather, it empowers them to grow into resilient individuals capable of responding appropriately to potentially harmful situations (Imamiyah et al., 2025). Teacher creativity in designing and implementing such tools is itself a recognized dimension of quality early childhood education practice (Ali & Munastiwi, 2021). From a policy standpoint, the findings support integration of structured self-protection education into Indonesia's national early childhood curriculum framework as measurable learning outcomes within existing socio-emotional and character development domains. This study is not without limitations: the absence of a control group restricts causal inference, and the study's geographic scope limits generalizability. Future research should consider quasi-experimental designs with matched control groups, longitudinal follow-up to evaluate skill retention, and implementation studies in rural and diverse socio-cultural contexts.

D. Conclusion

This study demonstrates that a systematically developed interactive pop-up storybook, grounded in the ADDIE model and validated by domain experts, produces statistically significant and practically substantial improvements in self-protection skills among Group B kindergarten children. The t-test result ($t = 3.501$, $p = 0.001$) and effect size (Cohen's $d = 0.82$) jointly confirm the medium's effectiveness, while expert validation scores averaging 87.9% affirm its feasibility for authentic early childhood educational settings.

Improvements were observed across all five dimensions of self-protection competency. The greatest gains occurred in body part knowledge and touch recognition, reflecting the foundational nature of these domains, while more graduated gains in

refusal competency, trusted adult identification, and verbal response skills point to the greater socio-emotional complexity these competencies demand. These findings are consistent with international evidence on book-based CSA prevention interventions in early childhood. The interactive pop-up storybook offers a teacher-ready, evidence-based component of a broader sexual violence prevention framework suitable for integration into Indonesia's early childhood education curriculum.

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