Jurnal Math Educator Nusantara
Wahana publikasi karya tulis ilmiah di bidang pendidikan matematika
p-issn: 2459-9735 e-issn: 2580-9210
http://ojs.unpkediri.ac.id/index.php/matematika

Using statistical data in sexual harassment education through PBL in statistics

Syarifuddin[1] *, Amanat Solikah[2] , Ekita Rusdiyanti[3]
[1]Program Studi Pendidikan Matematika, Universitas Muhammadiyah Surabaya, Jl. Sutorejo No. 59 Mulyorejo, Surabaya, Jawa Timur 60113, Indonesia.
[2]College of Education, National Pingtung University, No. 1, Linsen Rd., Pingtung City, Pingtung County 900393, Taiwan (R.O.C.).
[3]Program Studi Pendidikan Biologi, Universitas Muhammadiyah Surabaya, Jl. Sutorejo No. 59 Mulyorejo, Surabaya, Jawa Timur 60113, Indonesia.
E-mail:[1] syarifuddin@um-surabaya.ac.id*, [2] bib114005@stmail.nptu.edu.tw, [3]email.tugasekita@gmail.com

Article received : September 12, 2025.
Article revised : November 19, 2025,
Article Accepted: November 20, 2025.
** Corresponding author*

Abstract: The increasing prevalence of sexual harassment cases within educational settings underscored the urgency of integrating social issues into the learning process. This study examined the effect of implementing a Problem-Based Learning (PBL) model based on sexual harassment case data on students' understanding of statistical concepts and data processing skills. A pre-experimental research design with a one-group pretest–posttest model was employed. The sample consisted of 100 fifth-grade students from Muhammadiyah 18 Elementary School in Surabaya, selected through purposive sampling. The research instrument was a statistical concept comprehension test, and the data were analyzed using a paired sample t-test. The analysis results showed a correlation coefficient of 0.662 with a significant value of $p < 0.001$, indicating that the implementation of the PBL model significantly improved students' conceptual understanding. The effect size (Cohen's $d = 0.97$) indicated a large practical impact of the intervention. These findings suggest that embedding real social issues into mathematics and statistics instruction can simultaneously strengthen cognitive skills and foster social awareness among students. However, as this study employed a one-group pretest–posttest design, further research with control groups is recommended to strengthen generalisability.

Keywords: Problem Based Learning; sexual harassment; statistics; contextual learning; primary education.

INTRODUCTION

The prevalence of sexual harassment cases in educational settings had become a serious concern for the government and policymakers. This condition indicated that schools were no longer entirely safe environments for students (Supriani & Ismaniar, 2022). According to *Kompas.id* edition September 27, 2024 (Aranditio, 2024), throughout 2023, bullying and sexual harassment were the most frequently reported cases, with 42 and 40 incidents respectively, followed by physical violence with 34 incidents. The highest number of violent cases occurred in primary schools, accounting for 40 cases, followed by lower secondary schools with 35 cases (Aranditio, 2023). Data from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA) further revealed that between January and November 2023, there were 15,120 reported cases of violence against children, involving 12,158 female

CITATION FORMATS: Syarifuddin, S., Solikah, A., & Rusdiyanti, E. (2025). Using statistical data in sexual harassment education through PBL in statistics. *Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah Di Bidang Pendidikan Matematika*, *11*(2), 251-260. https://doi.org/10.29407/jmen.v11i2.27078

victims and 4,691 male victims. Among these, sexual harassment consistently ranked first from 2019 to 2023 (Nahar, 2024). A similar trend was also evident at the local level. Based on data from the Surabaya City Women's Empowerment and Child Protection Agency (DP3A), there were approximately 30 cases of violence against children recorded between January and April 2023. These findings suggested that the issue of violence and sexual abuse against children was also a pressing reality in the Surabaya area, underscoring the urgent need for educational interventions at the primary school level.

According to data released by the Indonesian Teachers Federation (FSGI) (Listyarti & Purnomo, 2024), there was also a high number of violence cases within educational institutions from January to September 2024, with 36 cases involving a total of 144 student victims. Data from FSGI further indicated that most cases occurred in junior secondary schools (36%), followed by primary schools (33.33%), senior secondary schools (22%), and vocational schools (14%). Surabaya, one of the cities labelled as child-friendly, has also recorded a considerable number of cases of violence against children. Data published by *Jawa Pos* in 2023 revealed an increase of 2,797 cases compared to previous year (Maulana & Fadhilah, 2024). This indicates that the number of cases of violence and bullying against children in Surabaya remains high.

The data presented above indicated that the incidence of violence within educational institutions remained high, particularly in cases involving sexual harassment and bullying against children. This condition underscored the necessity for both tactical and strategic measures to mitigate sexual harassment within primary and secondary education settings (Bato, 2023). Among the various forms of violence, sexual harassment represented one of the most alarming. It referred to any form of unwanted sexual behaviour—verbal, non-verbal, or physical—conducted without the consent of the victim (Sari, 2024). Sexual harassment could affect individuals regardless of their gender, age, or social background (Efendi & Bari, 2023).

Previous studies have attempted to integrate social issues into learning through the Problem-Based Learning (PBL) model. For example, research by Handayani (2023) shows that PBL is effective in increasing students' environmental awareness, while a study by Febrian et al. (2025) found that PBL can strengthen students' empathetic attitudes towards humanitarian issues. However, the integration of sexual harassment issues specifically into PBL learning is still rarely done, especially in Statistics and Data Processing subjects at the primary school level. In fact, statistics has great potential as a reflective medium because it allows students to analyse real data scientifically while building social awareness of violence issues (Yenizar, 2015). Therefore, this study attempts to fill this gap by testing the effectiveness of applying a PBL model based on sexual abuse case data in improving students' understanding of statistics material and building initial awareness of sexual harassment issues in the educational environment.

One possible measure is to conduct regular education and socialisation programmes on the prevention of violence and sexual harassment for students in educational institutions, whether in primary, secondary, or even higher education. Education on sexual harassment is

one of the preventive strategies that teachers or educators can adopt to introduce the issue and provide early awareness of sexual harassment in schools (Efendi & Bari, 2023). Furthermore, incorporating material on the prevention of sexual harassment also serves as an effort to reduce and minimise the occurrence of bullying and sexual harassment within educational settings (Maulana & Fadhilah, 2024).

Materials on sexual harassment could be incorporated into school textbooks to enable students to understand how to prevent sexual harassment within educational settings (Rahayuni et al., 2024). This effort was essential given that conventional awareness programmes, such as seminars or short lectures, were often merely informative and less effective in cultivating reflective awareness and critical thinking among students (Fitriani & Putra, 2022). In such approaches, students tended to become passive recipients of information without opportunities to analyse data, engage in discussions, or relate the material to their real-life experiences. To overcome these limitations, learning needed to adopt a more contextual and participatory approach. One relevant model was Problem-Based Learning (PBL), a pedagogical approach that positioned real-world problems as the starting point of the learning process. According to Nurzaman (2017) and Nair et al. (2020), PBL encouraged students to think critically, solve problems, and construct knowledge through authentic experiences.

In the context of addressing sexual harassment issues, the implementation of the PBL model served as a promising strategy, as it placed students in contextual situations that challenged them to engage in critical reasoning and problem-solving based on real cases. In this study, the topic of Statistics and Data Processing was selected because it provided students with the opportunity to analyse real data on sexual abuse cases in both a scientific and reflective manner (La Nani et al., 2020). Through the activities of processing, interpreting, and presenting case data, students not only developed a deeper understanding of statistical concepts but also cultivated awareness of the importance of preventing sexual harassment within their surroundings. Therefore, the integration of sexual abuse issues into statistics learning through the PBL approach was expected to bridge students' cognitive and affective domains, allowing education to function not merely as a vehicle for knowledge transmission but also as a means of fostering social transformation.

By using data and information on cases of sexual harassment occurring in various regions across Indonesia, students are encouraged to process such data into graphs, diagrams, and tables, making the information more comprehensible. Graphs, diagrams, and tables constitute part of the *Statistics and Data Processing* curriculum for Year 5 primary school students. Thus, by analysing numerical data and statistics related to cases of violence, students also indirectly gain knowledge and awareness about issues of sexual harassment and sexual harassment. This suggests that the Problem-Based Learning model, when contextualised with cases of sexual harassment and harassment, contributes to students' knowledge and understanding of sexual harassment in their surroundings. Consequently, they

become more aware and cautious in their activities both within and outside the school environment.

METHODS

The study employed a quantitative research approach with a pre-experimental design, specifically a one-group pretest–posttest model. This design was selected because the study aimed to examine changes in students' learning outcomes before and after the implementation of an instructional intervention within a single group, without the inclusion of a control group. This approach was considered appropriate in the context of primary education, where the application of innovative learning models—such as Problem-Based Learning (PBL) integrated with social issues like the prevention of sexual abuse—was still in its preliminary stage of development, making a full experimental design impractical (Sugiyono, 2021). Through this design, the researchers compared pretest and posttest scores to determine whether there was a significant improvement in students' mathematical comprehension after the intervention.

Purposive sampling was deliberately employed to ensure that the selected participants possessed characteristics aligned with the research objectives. The sample consisted of fifth-grade students from Muhammadiyah 18 Elementary School in Surabaya, as students at this level were deemed to have adequate foundational literacy and numeracy skills to engage in problem-based learning within a social context. Furthermore, the school had implemented the Merdeka Curriculum, which allowed for the integration of social issues into learning activities, making it a relevant research setting. The total sample comprised 100 students drawn from four parallel fifth-grade classes. This number was considered sufficient to measure the treatment effect, as it exceeded the minimum sample size of 30 participants typically recommended for basic experimental studies (Cohen et al., 2002). Although no statistical power analysis was conducted, the sample size met the internal generalisation requirements appropriate for a homogeneous primary school context.

Prior to data analysis, prerequisite assumption tests were conducted to ensure the validity of parametric procedures. The Kolmogorov–Smirnov test indicated that the data were normally distributed ($p = 0.069 > 0.05$), while Levene's Test confirmed homogeneity of variance. In addition, a linearity test showed that the relationship between pretest and posttest scores was linear ($p = 0.831 > 0.05$). Based on these results, the data met the assumptions for parametric analysis. Subsequently, a paired-sample t-test was employed to examine differences between pretest and posttest scores, and Cohen's d was calculated to determine the magnitude of the intervention effect. The effect size obtained ($d = 0.97$) indicated a large effect, thereby strengthening the interpretation of the statistical significance of the findings.

RESULTS AND DISCUSSION

This study employed the paired sample *t*-test data analysis technique to examine whether there was a significant difference in the mean scores between the students' pre-test

and post-test results after being taught using statistical data on sexual harassment cases through the Problem-Based Learning (PBL) model, in relation to their understanding of acts or behaviours of sexual harassment. Based on the results of the data analysis using SPSS 25, the findings are presented in the following tables, including prerequisite assumption tests, correlation analysis, and paired-sample t-test results.

Before presenting the main analysis, prerequisite tests were conducted to ensure the validity of parametric procedures. The Kolmogorov–Smirnov test indicated that the data were normally distributed (p = 0.069 > 0.05). The linearity test showed that the relationship between pre-test and post-test scores was linear (p = 0.831 > 0.05). These results confirmed that the assumptions for parametric analysis were met.

Table 1. Prerequisite Tests (Normality and Linearity)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,48148637
Most Extreme Differences	Absolute	,085
	Positive	,066
	Negative	-,085
Test Statistic		,085
Asymp. Sig. (2-tailed)		,069[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The Kolmogorov–Smirnov test indicated that the data were normally distributed (p = 0.069 > 0.05). The linearity test showed that the relationship between pre-test and post-test scores was linear (p = 0.831 > 0.05). These results confirmed that the assumptions for parametric analysis were met.

Table 2. Results of the Paired Sample *t*-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	100	,662	,000

Table 3. Effect Size (Cohen's d)

			Standardizera	**Point Estimate**	**95% Confidence Interval**	
					Lower	Upper
Pair 1	Pre-Test – Post-Test	Cohen's d	3.48	0.97	0.75	1.19

The effect size, calculated using Cohen's d, was 0.97, which falls into the 'large' category. This indicates that the intervention produced not only a statistically significant difference, but also a substantial and meaningful improvement in students' statistical comprehension. A large

effect size suggests that the learning model had a strong practical impact, enhancing students' ability to interpret and apply statistical data in real-life social contexts

The paired sample t-test revealed a statistically significant difference ($t(99) = -102.54$, $p < 0.001$) with a mean increase of 35.71 points. The effect size, calculated using Cohen's d, was 0.97—classified as large—indicating that the intervention produced a substantial and meaningful improvement in students' statistical comprehension. This large effect size further suggests that the learning model had a strong practical impact, enhancing students' ability to interpret and apply statistical data in real-life social contexts.

A correlation of 0.662 suggests that participants with high initial (pre-test) scores also tended to achieve high final (post-test) scores. Similarly, participants with low initial understanding also demonstrated proportional improvement after the learning process. The significance of 0.000 (< 0.05) confirms that the relationship did not occur by chance. As confirmed by the paired-sample t-test and large effect size (Cohen's d = 0.97), the intervention had a strong impact beyond correlation alone.

Pedagogically, these findings support previous research suggesting that PBL is effective in improving student learning outcomes (Hmelo-Silver, 2004). PBL encourages students to explore, analyse, and interpret real statistical data related to social issues, in this case sexual harassment in adolescent and educational settings. When students are directly engaged in solving real-world problems, they are more likely to be active both cognitively and affectively, thereby enhancing conceptual understanding (Barrows, 1996).

The interpretation of this correlation result suggests that PBL contextualised with real cases such as sexual harassment can have a significant impact on improving students' understanding of Statistics and Data Processing as well as their awareness of behaviours and acts of sexual harassment. A correlation of 0.662 falls within the moderate to strong range (Cohen et al., 2002), indicating that students with better initial understanding tended to maintain good performance after the intervention, while students with lower initial scores still showed consistent improvement. The strength of this relationship not only demonstrates the effectiveness of the learning instrument but also reflects the success of a contextual strategy that integrates statistical literacy and social awareness within a single instructional design.

The application of PBL in this study provided wide scope for exploration and reflection among students. Recent studies have shown that PBL significantly enhances students' critical thinking and problem-solving abilities (Gaffney, 2022). When students are given opportunities to investigate real data, in this case data on sexual harassment, they are not merely learning formulas or data analysis techniques but are also challenged to interpret the social meaning behind the numbers. They learn to see how numerical data reflects complex social realities, and how data can serve as a tool to uncover, understand, and ultimately prevent social problems, particularly acts of sexual harassment.

The concept of data literacy has expanded considerably in recent decades. It is no longer sufficient to merely understand how to calculate means or standard deviations, but it

is equally important to relate data to social decision-making, ethics, and advocacy. O.e.c.d, (2021) emphasises that data literacy in the digital age must include the ability to interpret and communicate data in real-life contexts. By framing sexual harassment data within the teaching of statistics, students are encouraged to develop critical awareness of issues that may have previously been considered taboo or distant from the classroom. This approach strengthens not only cognitive aspects but also the affective dimension and humanitarian values within education.

This research also reinforces findings from several studies suggesting that contextual learning, especially when addressing actual social issues, is more effective in enhancing student motivation compared to conventional approaches. A study by Peters (2022) demonstrated that the integration of social issues into exact subjects such as mathematics and statistics can foster more meaningful and contextual learning. This occurs because students perceive that the material they study does not stand alone as abstract concepts but is directly connected to human experience and daily life. When students analyse data on sexual harassment cases, they not only learn about data distribution but also about gaps in protection, gender injustice, and the need for legal and ethical literacy.

From a psycho-pedagogical perspective, the use of socially based PBL also supports the development of empathy and interdisciplinary understanding. Education is no longer perceived as a one-way transfer of information, but rather as a critical dialogue between reality and concepts. When students discuss trends in sexual harassment based on statistical data and attempt to develop solutions or data-based educational strategies, they cultivate social skills, logical argumentation, and moral courage needed to become active and responsible citizens. Huber (2024) note that such approaches are highly effective in shaping 21st-century skills, including collaboration, critical thinking, and social awareness.

Nevertheless, it is important to note that a high correlation between pre-test and post-test does not automatically indicate absolute improvement. Correlation reflects association, not differences in scores before and after the intervention. To strengthen these findings, additional analyses such as paired *t*-tests or measures of practical effect size such as Cohen's *d* are required. However, within the context of this correlation, what can be definitively concluded is the consistency between student performance before and after the intervention, and that the pattern of this relationship is not coincidental (given the very low significance value). In the context of Indonesian education, sexual harassment is also a highly relevant and urgent issue to be integrated into the curriculum. Reports from KPAI and Komnas Perempuan in recent years have shown that cases of sexual harassment among students continue to rise, while awareness and understanding of bodily rights, consent, and legal protection remain limited (Anggara et al., 2023). By framing this issue within statistics instruction, students not only learn to identify patterns but also learn to care and act.

This study also demonstrates that interdisciplinary approaches are urgently needed in modern education. The integration of character education, data literacy, and social issues fosters a holistic learning environment. As noted in a meta-analytic study by Fadlelmola

(2023), PBL is most effective when it not only teaches technical procedures but also provides space for value-based discussions and real problem-solving. Thus, the strategy adopted in this research can serve as a model for teachers and educators in developing thematic learning relevant to students' lives. However, it should also be acknowledged that this study employed a one-group pre-test–post-test design, which carries limitations in terms of internal validity. Without a control group, it is difficult to ascertain whether the improvement in scores was solely due to the intervention and not influenced by external factors such as personal experiences, media exposure, or environmental influences. Nonetheless, the high correlation value and strong statistical significance still indicate that there is a consistent pattern of association between students' initial and final scores, which implicitly reinforces the assumed effectiveness of the intervention. For teachers, these findings suggest that embedding real social issues into mathematics and statistics lessons can simultaneously strengthen cognitive skills and foster social awareness, empathy, and ethical reasoning.

For future research, it is recommended that the experimental design be strengthened, for example by including a control group or employing a quasi-experimental approach with matched subjects. This is essential to ensure that findings can be generalised beyond a limited context. Moreover, it would be of particular interest if measurement were not confined solely to the cognitive domain (test scores) but also extended to the affective domain and students' attitudes towards sexual harassment issues and social awareness. Overall, this research makes an important contribution to educational practice. It shows that a problem-based learning approach, when combined with relevant data and social issues, can lead to learning outcomes that are not only cognitively effective but also socially meaningful. In an era of education that demands collaboration, empathy, and data literacy, such an approach is highly relevant and urgently needed for widespread adoption. Teachers and educational institutions should be encouraged to integrate actual social issues into the teaching of exact subjects, as ultimately education is not only about numbers and formulas, but about how to make students more humane, critical, and caring towards others.

CONCLUSION

The findings of this study demonstrated that the implementation of the Problem-Based Learning (PBL) model, which integrated real data on sexual harassment cases into statistical learning materials, significantly enhanced students' understanding of statistical concepts. The results of the paired-sample t-test indicated a correlation coefficient of 0.662 with a significance value of $p < 0.001$, suggesting a statistically significant effect of the learning intervention on improving students' conceptual comprehension. The large effect size (Cohen's $d = 0.97$) further confirms that the intervention had a substantial and meaningful impact. Although this study primarily focused on the cognitive domain, the findings provide a foundation for further investigation into the broader educational impact of the PBL approach, particularly in fostering students' empathy and social awareness regarding issues of sexual harassment. These findings highlight the importance of embedding real social issues into mathematics and statistics instruction, enabling teachers to foster both cognitive skills and

social awareness. Future research should employ stronger experimental designs, such as quasi-experiments with control groups, and extend measurement beyond cognitive outcomes to include affective dimensions such as empathy and social consciousness.

BIBLIOGRAPHY

Anggara, A. S., Ruzuar, A. H., Ridwan, A. I., & Dkk. (2023). *Kekerasan Terhadap Perempuan di Ranah Publik dan Negara: Minimnya Perlindungan dan Pemulihan* (1st ed.). Komisi Nasional Anti Kekerasan terhadap Perempuan.

Aranditio, S. (2023). Terjadi 136 Kasus Kekerasan di Sekolah Sepanjang 2023, 19 Orang Meninggal. *Kompas. Id*. https://www.kompas.id/baca/humaniora/2023/12/16/terjadi-136-kasus-kekerasan-di-sekolah-sepanjang-2023

Aranditio, S. (2024). *Kekerasan di Sekolah Melonjak, Ratusan Anak Jadi Korban*. kompas.id. Retrieved 30 September 2024 from https://www.kompas.id/artikel/kekerasan-di-sekolah-melonjak-ratusan-anak-jadi-korban

Barrows, H. S. (1996). Problem-based learning in medicine and beyond: A brief overview. *New directions for teaching and learning*, *1996*(68). https://doi.org/10.1002/tl.37219966804

Bato, S. (2023). Persepsi Guru PAI SMA UII Terhadap Solusi Melawan Kekerasan di Lembaga Pendidikan Islam.

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Efendi, Y., & Bari, F. (2023). *Penerapan Sanksi Pidana Dan Sosial Bagi Pelaku Tindak Pidana Kekerasan Seksual* (Vol. 1). Jurnal Ilmu Hukum Dan Sosial.

Fadlelmola, F. M. (2023). Effectiveness of problem-based learning compared to lecture-based learning in medical education: A systematic review and meta-analysis. *BMC Medical Education*, *23*. https://doi.org/10.1186/s12909-023-04265-1

Febrian, R., Rahmawati, S., Saskia, S., & Syafruddin, S. (2025). Penerapan Metode Project-Based Learning Dalam Pembelajaran Ips Untuk Meningkatkan Kreativitas Dan Empati Sosial Siswa Sekolah Dasar. *Indonesian Journal of Innovation Science and Knowledge*, *2*(2), 43-53. https://doi.org/https://doi.org/10.31004/ijisk.v2i2.158

Fitriani, D., & Putra, A. (2022). Systematic Literature Review (SLR): Eksplorasi Etnomatematika pada Makanan Tradisional. *Journal of Mathematics Education and Learning*, *2*(1). https://doi.org/10.19184/jomeal.v2i1.29093

Gaffney, A. L. H. (2022). Effectiveness of problem-based learning on knowledge, problem-solving, and self-directed learning: A systematic review and meta-analysis. *PLOS ONE*, *17*(5). https://doi.org/10.1371/journal.pone.0267430

Handayani, E. F. (2023). Penerapan Model Problem Based Learning Bermuatan Ethnoscience (Ethno-Pbl) Terhadap Hasil Belajar Kognitif Siswa Sekolah Dasar. *Jurnal Citra Pendidikan*, *3*(4), 1288-1297. https://doi.org/https://doi.org/10.38048/jcp.v3i4.1935

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, *16*(3), 235–266. https://doi.org/10.1023/B:EDPR.0000034022.16470.f3

Huber, J. (2024). Problem-based learning and development of 21st-century skills: An integrated review. *Nurse Educator*, *49*(1). https://doi.org/10.1097/NNE.0000000000001256

La Nani, K., Bakar, M. T., & Saidi, S. (2020). Peningkatan Kemampuan Penalaran Statistis Mahasiswa Melalui Pembelajaran Berbasis Proyek Berbantuan ICT. *Edukasi*, *18*(2), 304-319. https://doi.org/10.33387/Edu

Listyarti, R., & Purnomo, H. (2024). Federasi Serikat Guru Indonesia (FSGI) Rilis Kasus Kekerasan di Dunia Pendidikan Selama Januari-September 2024. *Bidikekspres. Id*. https://bidikekspres.id/2024/09/29/federasi-serikat-guru-indonesia-fsgi-rilis-kasus-kekerasan-di-dunia-pendidikan-selama-januari-september-2024/

Maulana, D. I., & Fadhilah, I. (2024). Peran Pemerintah dalam Upaya Perlindungan Anak dari Kekerasan Seksual di Wilayah Kota Surabaya. *Neraca: Jurnal Ekonomi, Manajemen Dan Akuntansi*, *2*(9), 404–418.

Nahar. (2024). Kolaborasi Berkelanjutan Lintas Sektor dan Regional, Kunci Atasi Kasus Kekerasan terhadap Anak. *Kemenpppa. Go. Id*. https://www.kemenpppa.go.id/page/view/NTAxNg==

Nurzaman. (2017). The Use of Problem-Based Learning Model to Improve Quality Learning Students Morals. *Journal of Education and Practice*, *8*(9), 234–245. www.iiste.org

O.e.c.d. (2021). 21st Century Readers: Developing Literacy Skills in a Digital World. https://doi.org/10.1787/a83d84cb-en

Peters, R. M. (2022). Integrating social issues into science and math education: Enhancing contextual learning. *Journal of Educational Research and Innovation*, *10*(2), 45–58. https://doi.org/10.24059/olj.v26i1.2971

Rahayuni, I. G. A. A., Dumaini, N. K. D., & Ardhiani, G. A. N. (2024). Peran Pembelajaran IPS di Sekolah Dasar dalam Mencegah Pelecehan Seksual Terhadap Anak. *Jurnal Lampuhyang*, *15*(1), 63–73.

Sari, N. (2024). *Kekerasan seksual terhadap anak: Definisi dan jenis* (S. Oliviate, Ed.). DSI Press.

Shantha Nair, S., Smritika, S. P., & Thomas, K. A. (2020). Revitalizing Education through Problem based Learning Practices. *Shanlax International Journal of Education*, *9*(1), 109–117. https://doi.org/10.34293/education.v9i1.3436

Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. ALFABETA.

Supriani, R. A., & Ismaniar, I. (2022). Upaya Pencegahan Kekerasan Seksual Pada Anak Usia Dini. *Jambura Journal of Community Empowerment*, *3*(1). https://doi.org/10.37411/jjce.v3i2.1335

Yenizar, N. (2015). Fungsi, Kegunaan dan Peranan Statistika. *Jurnal Pendidikan Islam*, *1*(1), 120–128. http://ejournal.iainbatanghari.ac.id/index.php/attasyrih/article/view/18/6