

Design of an Animated Video as a Socialization Media for Sex Education at SMPK BPK Penabur Cirebon

Izak Risky Naratama^{1*}, Penina Inten Maharani², Peni Pratiwi³

^{1,2,3}Visual Communication Design/Universitas Kristen Satya Wacana

^{1*}692019004@student.uksw.edu, ²penina.maharani@uksw.edu, ³peni.pratiwi@uksw.edu

ABSTRAK

Pendidikan seksual merupakan suatu keterampilan dan pengetahuan agar mampu terhindar dari perilaku-perilaku yang beresiko terhadap pelecehan seksual maupun perilaku seksual menyimpang. Metode yang digunakan adalah kualitatif dengan strategi penelitian linear. Motion Graphic disajikan sebagai media pendukung untuk menjadi pengayaan dari pembinaan sex education. Penelitian ini diharapkan dapat membantu siswa memahami Pendidikan seks agar dapat menjaga kebersihan dan menghindari diri dari penyakit seksual maupun pelecehan seksual. Hasil penelitian menunjukkan jika perancangan motion graphic yang disebar di platform tiktok dapat menjadi media informasi yang menarik tidak hanya mengenai edukasi seksual, namun mampu meningkatkan pemahaman siswa serta membantu mereka mengenali tahapan perkembangan diri secara lebih tepat dan aman.

Kata kunci: Pendidikan seksual, motion graphic, Animasi, Perkembangan pubertas remaja, tiktok

ABSTRACT

Sex education is a skill and knowledge that enables individuals to avoid behaviors that carry the risk of sexual harassment or deviant sexual behavior. The method used is qualitative with a linear research strategy. Motion graphics are presented as a supporting medium to enrich sex education guidance. This research is expected to help students understand sex education so that they can maintain hygiene and protect themselves from sexually transmitted diseases and sexual harassment. The results of the research show that the design of motion graphics distributed on the TikTok platform can serve as an engaging medium of information, not only regarding sex education, but also capable of improving students' understanding and helping them recognize the stages of their personal development more accurately and safely.

Keywords: Sex education, motion graphic, animation, adolescent puberty development, TikTok

INTRODUCTION

In its broadest sense, sex education covers all scientific, ethical, social, and religious aspects that can help young people understand and address the sexual issues they will face in their lives as normal individuals (Bigelow, 2010). Sex education covers various topics, such as reproductive anatomy and physiology, contraception, protection against sexually transmitted diseases, consent in relationships, healthy communication, and sexual values and ethics (Lord-Biggers & Managi, 2025). Education about sex is essential for adolescent students so that they can learn to maintain genital hygiene, avoid sexually transmitted diseases, and avoid acts of sexual violence. In adolescents, sex education includes understanding puberty, physical and emotional changes, personal hygiene, and the prevention of sexually transmitted diseases. Age-appropriate sex education plays an important role in shaping attitudes of respect for the body and wise decision-making related to reproductive health

One school that has implemented sex education is BPK Penabur School, Cirebon. This school has a routine program to provide sex education guidance to new Junior High School

(SMP) students, especially seventh graders, by bringing in expert speakers in the field of sex education. The medium used is a slide presentation (PowerPoint) prepared by the speaker and delivered directly by a doctor. The material provided covers physical and emotional changes during puberty, ways to maintain personal hygiene, and the prevention of sexual diseases and violence. The principal of SMPK BPK Penabur Cirebon gave a positive response to the implementation of the sex education guidance program. According to her, this activity is highly relevant to the developmental needs of students at adolescent age and is in line with the school's vision of shaping students' character to be knowledgeable, responsible, and able to protect themselves physically and morally.

Based on an evaluation of the program's implementation, several limitations were found that affect the effectiveness of material delivery. First, the guidance activity is only conducted once a year and is only aimed at seventh-grade students. As a result, eighth and ninth-grade students do not receive similar instruction, even though they are still within the vulnerable adolescent age range and need sex education information. Puberty does not stop at seventh grade, because the timing of puberty differs for each child. Therefore, information about body changes, emotions, and self-care remains relevant and is greatly needed for eighth and ninth graders. Second, obstacles were found among students during the guidance sessions. Many students feel afraid or embarrassed to ask questions for fear of being mocked by their peers. This poses a particular challenge in creating a safe and open learning atmosphere, and indicates that the approach and media used need to be adapted to the needs and characteristics of today's adolescents.

According to the World Health Organization (WHO), adolescence is the period between 10-19 years of age. Adolescence itself is a developmental phase between childhood and adulthood. According to Hurlock (2004), adolescence is also referred to as a period of change, in which the rate of change in attitudes and behavior during adolescence runs parallel to physical changes. In a world filled with digital information, adolescents tend to be more responsive to learning that involves visual and audio elements. This medium not only provides a dynamic learning experience but also presents content that is more engaging and easier to digest. Through the use of images, video, and animation, adolescents can more easily understand abstract and complex concepts. Adolescents' high speed of thinking also aligns with fast, concise formats such as short videos or animations, which allow them to grasp the essence of the material without losing interest.

Given this background, an innovation in learning media is needed—one that can reach all grade levels, protect privacy, and deliver information in an engaging and accurate way. One potential solution is the use of motion graphic animated videos published through a digital platform popular among adolescents, namely TikTok. Based on interviews with SMP BPK Penabur students, it is known that TikTok is the social media platform most frequently used compared to other platforms, giving it great potential as an alternative learning medium. Motion graphic animated videos allow sensitive material to be delivered in a light yet informative style. The content designed will include repetition of material, responses to questions commonly raised by students regarding sex education, and the provision of a link for anonymous questions. Incoming questions will be answered by the Guidance and Counseling (BK) teacher, and all content will be uploaded through the official TikTok account of BPK Penabur Cirebon School.

RESEARCH METHOD

The research method used in this study is the qualitative method. This method was chosen based on the goal of gaining an in-depth understanding of the material to be developed, as well as exploring the perspectives and needs of informants in greater depth.

The qualitative method is a research method used to study natural conditions, in which the researcher serves as the key instrument for data collection, and the analysis, being qualitative in nature, places greater emphasis on meaning (Sugiyono, 2018). The qualitative method was chosen to gain deeper facts and meaning from the research, with the researcher him/herself serving as the research instrument.

The data collection instruments used in this study include semi-structured interviews, observation, and literature study. Semi-structured interviews were used to gather participants' opinions and ideas more flexibly than structured interviews, as explained by Sugiyono (2018), and in the context of this study were conducted with BPK Penabur Cirebon students, the Guidance and Counseling (BK) teacher, and a sex education expert. In addition, the observation method was applied to collect data on students' conditions during the implementation of sex education activities through direct observation at BPK Penabur Cirebon, with the aim of understanding students' level of understanding of the material delivered. This research was further strengthened through a literature study covering books, journals, and online sources to complement the empirical data and deepen the theoretical foundation related to the subject under study.

This research uses a linear strategy, a logically sequential design approach in which each stage must be completed before proceeding to the next (Sarwono & Lubis, 2007). In the design stage, a pre-production, production, and post-production framework is used, which is considered consistent with the linear strategy since each process must likewise be completed sequentially before moving to the next.

The pre-production phase includes problem identification, data collection, and data analysis, which are then developed into a creative brief, concept, storyline, treatment, and storyboard. The production phase includes execution of the storyboard through voice-over recording, creation of visual assets, and animation. The post-production phase includes editing, audio mixing, and rendering, followed by testing at SMPK BPK Penabur Cirebon, and concluding with the conclusion stage. This sequence of stages is illustrated in Figure 1. This stage can be seen in Figure 1.

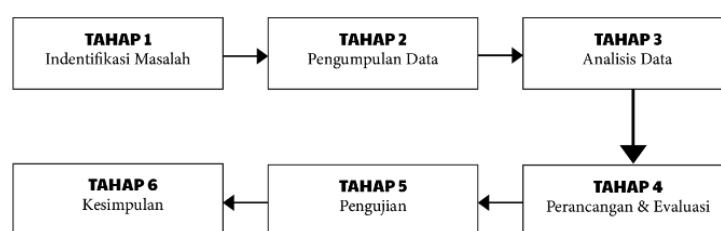


Figure 1. Research Stages

Problem Identification

In the first stage, the research process began with identifying problems related to the implementation of sex education through observation within the school environment and interviews with teachers and students. The identification results show that sex education material is only provided once at the beginning of the school year and is limited to seventh-grade students, so that learning continuity is not maintained. In addition, it was found that students tend to feel afraid or embarrassed to ask questions, which results in a low depth of understanding of the material. Another factor affecting learning effectiveness is the delivery medium, in the form of a slideshow and socialization sessions, which are considered

unengaging and insufficiently communicative, thereby failing to optimize student engagement in the learning process.

Data Collection

Data collection in this study uses a qualitative approach. Primary data were obtained through interviews with 21 students, 1 BK teacher, and 1 sex education expert, along with direct observation by visiting SMPK BPK Penabur Cirebon as the research site. Secondary data, meanwhile, were collected through relevant literature study.

Based on the results of semi-structured interview data collection, it is known that most students have a basic understanding of sex education, particularly regarding biological aspects such as physical changes during puberty. However, students' understanding of more complex aspects, such as the concept of consent, holistic reproductive health, and the prevention of sexual violence, remains limited.

Some students revealed that they had never received sex education directly from their parents. The majority stated that the topic is rarely discussed within the family environment because it is considered inappropriate for their age or is still regarded as a taboo issue.

The interview results also show that most students more frequently open social media on their phones, especially TikTok. Content appearing on their For You Page (FYP) is dominated by entertainment content such as animation, comedy, and hobbies. Students like this content because it is considered fun, engaging, and easily accessible. Another identified preference is a liking for content with text (such as subtitles), which is considered to make it easier to understand information within a short duration. The presence of a figure or narrator in a video is also considered to have a positive impact, although the type of narration (text or spoken) is not always the main factor in determining user satisfaction. In general, students watch a video for 1-2 minutes before deciding to switch to the next content. This finding reflects students' tendency toward consuming visual content that is fast, light, and entertaining.

An interview with the school, in this case Mrs. Prapti as the student affairs representative of SMPK BPK Penabur Cirebon, revealed that the school routinely holds a sex education guidance program once a year. The purpose of this program is to give students an understanding of the physical and emotional changes during puberty, the importance of maintaining personal hygiene, and building awareness of healthy interpersonal relationships. The material is delivered by an external speaker, such as a doctor, who discusses various aspects of sex education, including the prevention of sexually transmitted diseases and the maintenance of reproductive health. This activity is intended as the school's effort to fill the information gap that students may not receive within the family environment.

Based on the evaluation results of the students after the activity, most participants showed a positive response and high enthusiasm. Students reported gaining a new understanding of the body changes during puberty, the importance of maintaining hygiene of the reproductive organs, and ways to build healthy, mutually respectful social relationships. Several students also expressed hope that similar activities could be held more often with more varied topics accompanied by examples relevant to daily life. The sex education activity can be seen in Figure 2.



Figure 2. Sex Education Session

In addition, an interview with Dr. Finish Fernando, Sp. OG, an Obstetrics and Gynecology Specialist, emphasized the importance of providing sex education from the junior high school level onward. According to him, sex education material covers four aspects. First, understanding of pubertal changes, which include physical, emotional, and social development as a natural process toward adulthood. Second, reproductive health aspects, which emphasize the importance of maintaining the hygiene of reproductive organs and understanding their functions and biological processes. Third, awareness of sexually transmitted diseases, to raise awareness of modes of transmission and prevention. Fourth, equipping students with strategies for protecting themselves from the risk of harassment through instilling assertive attitudes, awareness of personal boundaries, and self-protection measures. He also stressed the importance of delivering material empathetically, interactively, and non-judgmentally. In the context of delivery through media such as animation, it is recommended to avoid explicit visuals, vulgar language, gender stereotypes, fear-based approaches, and complex medical terminology.

Data Analysis

In the data analysis stage, the data that have been collected are analyzed with the aim of identifying the target audience. This analysis also involves the use of the 5W+1H analysis, which helps in creating appropriate content and providing solutions to the existing problems.

a. 5W+1H

What:

The motion graphic addresses the health of reproductive organs, physical and emotional changes during puberty, and ways to prevent sexual harassment, with the aim of improving adolescents' understanding of sex education in a safe and private manner.

Why:

Motion graphics were chosen because it is effective, engaging, and easy to understand. The content must be accurate to avoid misconceptions and must be presented safely and privately. The school's TikTok account is used because it already has a base of student followers.

Who:

The target audience is adolescents aged 13-15 (grades 7-9) at SMPK BPK Penabur Cirebon, with content validated by a sex education expert and health professionals.

Where:

Content is published on TikTok through the SMPK BPK Penabur Cirebon account and the @zona.amanid account, with a repost system by the school's account.

When:

Publication is carried out after the guidance session is complete, in the late afternoon to evening when students are active on social media.

How:

Production is carried out through the pre-production, production, and post-production stages, with expert validation prior to release. Success is measured through user feedback and evaluation of improvements in adolescents' knowledge and attitudes. Previously, the school's TikTok content was dominated by activity documentation and school promotion.

b. Target Audience

The target audience of this research is adolescents aged 13-15 with a junior high school education background, both male and female, coming from middle-to-upper socioeconomic groups with an average allowance of Rp20,000-Rp30,000 per day. Geographically, they reside in the city of Cirebon, with social activities generally taking place in cafes, shopping centers, and friends' homes, and using Indonesian as their primary language of communication. From a psychological standpoint, adolescents in this age group show a high level of curiosity about sex education, but are still limited by a lack of openness in their surrounding environment, making them more drawn to visual and concise media such as animation and short videos. In addition, the formation of their attitudes and understanding is heavily influenced by interaction with peers, public figures, and exposure to digital technology as a primary source of information.

c. Verbal, Visual, and Font Preferences

Based on interviews with students and teachers at SMPK BPK Penabur Cirebon, the target audience of grade 7-9 adolescents has a verbal preference for an informal, communicative, and humorous style of language, using popular terms such as “gaes” (guys), “anjay” (wow), and “bestie,” making the message feel more relatable and easier to accept. Visually, they largely favor bright colors. In early adolescence, bright colors are seen as a way of expressing oneself, energy, and the spirit characteristic of the teenage years. References can be seen in Figure 3.



Figure 3. Visual Preference: Color Palette

Many students prefer cartoon-style illustrations with a flat design style because the simple shapes allow information to be grasped more quickly. This suits adolescents' fast-paced, visual style of learning and content consumption. References can be seen in Figure 4.



Figure 4. Visual Preference: Animation Style

As well as the use of a simple sans-serif font, which is considered clearer and more comfortable to read. References can be seen in Figure 5.

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Figure 5. Visual Preference: Font

From the analysis conducted, it can be concluded that the planned motion graphic animated video will cover topics such as reproductive health, body changes during puberty, and self-care, with the primary aim of improving adolescents' understanding of sex education in a digital environment while maintaining a sense of safety and privacy. The use of motion graphics was chosen for its ability to convey information in an engaging and easily understood way, while the importance of content validation underscores the need to ensure the accuracy and acceptability of the material presented. Publication of this motion graphic is planned to take place on TikTok, with scheduling that takes into account times when the target audience tends to be active online, such as in the evening and on weekends. The motion graphic production process will involve pre-production, production, and post-production stages, while its success will be evaluated through user feedback and analysis of the impact on adolescents' knowledge and behavior. Thus, the overall process aims to provide easy, safe, and informative access to sex education for adolescents, in the hope of helping them make wise decisions related to their health and relationships.

DISCUSSION

The design of the

video *motion graphic* is divided into three stages, namely pre-production, production, and post-production. The design stages can be seen in Figure 6.

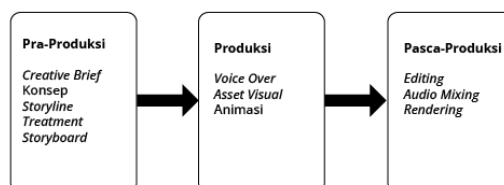


Figure 6. Video Design Stages

Pre-Production

a. Creative Brief

The development concept for this animated media focuses on the big idea of the importance of sex education as an effort to improve students' understanding of reproductive health from adolescence onward. The main message conveyed, “Untung aku tahu” (“Good thing I know”), is designed to emphasize the value and awareness gained after receiving correct information about sex education. The tone and manner used are cheerful, educational, and humorous, which are then applied consistently through the choice of visual design, color scheme, and audio elements to create a more engaging and accessible learning atmosphere. Each video has a duration of approximately 1 minute 30 seconds, chosen to maintain the

effectiveness of material delivery while sustaining audience attention throughout the learning process.

b. Verbal Concept

The language style used in this animated media is informal Indonesian, chosen to create communication that feels closer and is easier for students to understand. The material is delivered through voice-over narration by the main character, a female doctor, who uses straightforward and humorous speech so that the information can be received in a light yet still relevant way. The vocal tone used is cheerful, warm, and friendly, and is adjusted to follow the story's flow and emotional dynamics to maintain audience engagement. In terms of audio, the animation is supported by a backing track of instrumental music with a fun, relaxed feel, aimed at bringing the atmosphere to life without interfering with the clarity of the voice-over. This animation features one main character, a doctor tasked with explaining the sex education material, along with two supporting characters—a male student and a female student from SMP Penabur Cirebon. The characterization includes Dr. Valeria, a young, empathetic, humorous doctor dedicated to providing health education to adolescents; Jimo, a cheerful and sensitive student who is shy when having to appear in public; and Kartika, a diligent and disciplined student who is often seen as a role model, but who tends to have easily shifting moods.

c. Visual Concept

The design style applied in this animated media uses a flat design approach with cartoon-style illustrations to produce visuals that are simple, communicative, and easy for students to accept. The main character, named Dr. Valeria, is depicted as a female doctor with short hair who has a cheerful and humorous personality, giving her a friendly and approachable impression to the audience. This character design was created based on visual references of a young doctor to ensure aesthetic consistency while reinforcing the character's identity in delivering the sex education material. After obtaining the reference, the process continued to the character sketching stage. The character is illustrated wearing a doctor's coat with short hair. References and the character sketch can be seen in Figure 7.

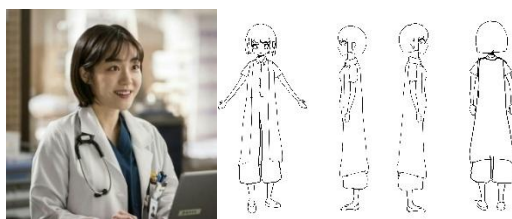


Figure 7. Main Character Reference and Character Sketch.

There are two supporting characters representing students of BPK Penabur Junior High School (SMP). These characters consist of one male and one female, designed based on the distinctive checkered uniform used at SMP BPK Penabur. After obtaining the reference, the process continued to character sketching. The characters are depicted wearing the uniform with its vest. References and sketches can be seen in Figure 8.

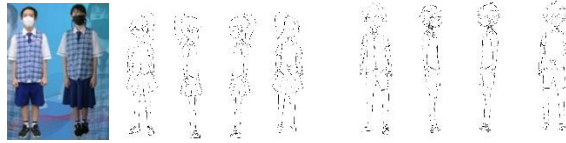


Figure 8. Supporting Character Reference

The environment uses the concept of a classroom and a doctor's examination room. The classroom was chosen because it is a setting familiar to the target audience. The color concept selected uses bright colors. The typography used in this video applies the Futura font for the subtitles, so that viewers can read them more comfortably. The Baloo font was chosen for highlights and body text because its rounded shape makes the content feel more relaxed and fun. References for the environment, colors, and typography can be seen in Figure 9.

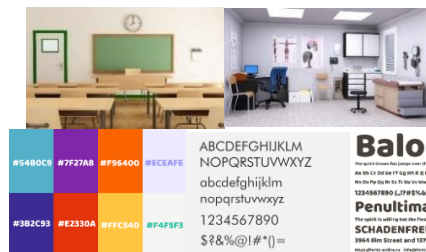


Figure 9. Background Reference, Color Palette, Typography

d. Storyline

The storyline serves as the narrative framework depicting the story's journey from the opening, through the development of conflict or information, to the closing. At this stage, the focus is directed toward clarity of message, cohesion between parts of the story, and the relevance of the material to the target audience. The storyline, once compiled, becomes the foundation for creating the treatment and storyboard, so that consistency of flow and communication objectives can be maintained throughout the production process. According to Block (2008), a strong narrative structure is an important component in building an effective visual experience. The storyline of the motion graphic video to be produced can be seen in Figure 8.



Figure 10. Storyline

The development process of the motion graphic animation begins with drafting a treatment as a written summary of the flow, message, and visual style to be achieved. This is then translated into a storyboard that maps out the sequence of scenes, image composition, transitions, and the synchronization between visual and audio elements. These two pre-production stages serve to ensure a consistent creative direction while minimizing revisions during the production stage. The storyboard and treatment can be seen in Figure 11.

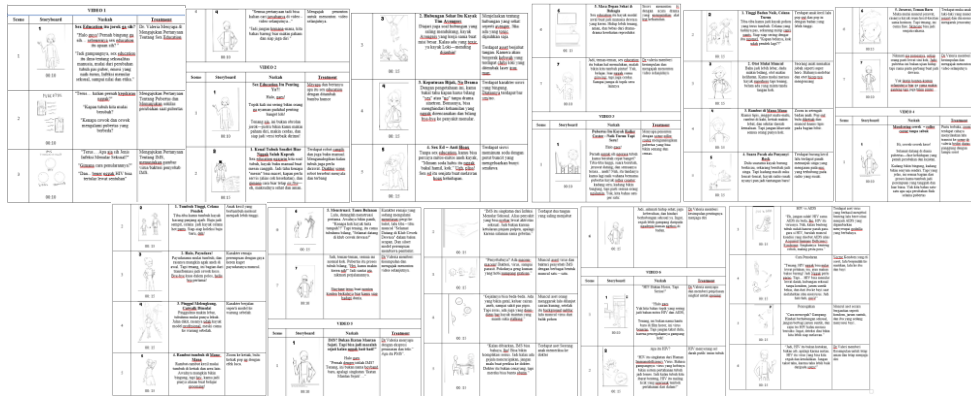


Figure 11. Treatment & Storyboard of the Animated Video

Production Stage

Asset Creation

In this stage, final assets are created to meet the needs of the subsequent animation process.

Character

The character Dr. Valeria depicts a doctor. She has short hair and wears a doctor's coat. The final art can be seen in Figure 12.

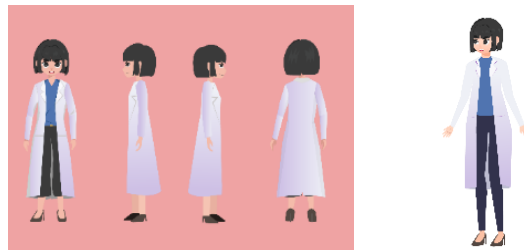


Figure 12. Character Final Art

The supporting characters are Jimo, an SMP Penabur student with black hair, and Kartika, an SMP BPK Penabur student with black hair tied in a ponytail. The final art can be seen in Figure 13.



Figure 13. Final Art of Jimo and Kartika.

Environment

Creating the animation requires background or environment assets. There are forest, TV room, street with a food stall, doctor's office, classroom, and playground with a roller coaster environments. The final environment art can be seen in Figure 14.



Figure 14. Final Art of Environment Background

In addition, various additional assets are provided to enrich the storyline. These assets serve to support the visualization and deepen the narrative experience presented. The assets can be seen in Figure 15.

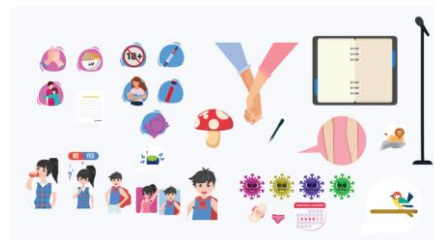


Figure 15. Animation Assets

Voice-Over Recording

The production stage begins with recording the voice-over, prepared based on a script that was previously designed carefully to ensure the storyline runs clearly and communicatively. This voice-over becomes the basis for determining the animation timing, so that every visual movement can align with the narration delivered.

Animating

In this stage, the animating process begins by referring to the previously prepared storyboard as the main visual guide. In addition, the voice-over timing also serves as an important reference so that the synchronization between narration and animation runs smoothly and supports the effective delivery of the message, as can be seen in Figure 16.

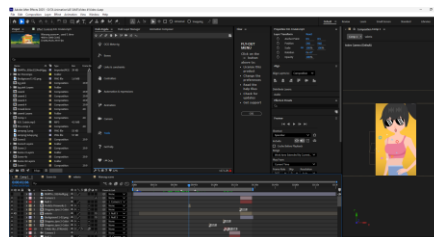


Figure 16. Animation Process

Post-Production Stage

Editing and Audio Mixing

In the compositing stage, the process of merging the subtitles with the completed animated video is carried out. This process can be seen in Figure 17.



Figure 17. Editing Process

The next stage is audio mixing, the process of combining several audio elements to produce a balanced, comfortable, and pleasant sound quality. In this stage, the levels of the voice-over and background sound are adjusted, with the background sound volume lowered so as not to interfere with the clarity of the voice-over. This process can be seen in Figure 18.

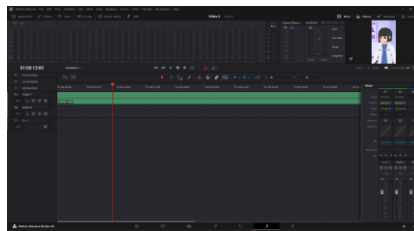


Figure 18. Audio Mixing

Rendering

The final stage of production is the rendering process. In this stage, the video is exported into its final format to produce the final video. The rendering process uses the H.264 format at 1080p resolution, producing output in the form of a file with the .mp4 extension.

Expert Evaluation

The first expert evaluation was conducted through an interview with Anita Henigtyas, a 2D Artist with professional experience in the field of animation at Gambir Studio. The evaluation results show that the animation is consistent with the characteristics of the SMP adolescent audience through its use of bright colors and flat design style, but excessive color variation causes some information to stand out less, so a more structured color palette is recommended. The visual assets, text, and composition were rated as good, with recommendations to adjust the color tone, level of detail, and text placement to be more optimal for the TikTok format. The animation movement was rated as fairly dynamic, but still needs improvement to be more natural through the application of animation principles. Transitions, timing, and pacing were rated as consistent with the voice-over, although there was clipping at the beginning of the audio. Overall, the animation was rated as communicative, with some improvements needed in color, movement, and audio quality. The interview process can be seen in Figure 19.



Figure 19. Interview with the Animation Expert

The second evaluation was conducted by dr. Finish Fernando, Sp.OG, from RSU Bethesda Serukam. The material on puberty and reproductive health was considered relevant for SMP students, but some content needed to be reviewed because it had the potential to create inaccurate interpretations, such as the use of relationship analogies and mention of condoms. He suggested that the material be focused on primary prevention, delivered more carefully, and adapted to the cultural context and regional conditions. Overall, the material was considered beneficial but requires adjustment to be safer, clearer, and more effective as a learning medium for the SMP level. The interview process can be seen in Figure 20.



Figure 20. Interview with the Sex Education Expert

Testing

Based on the testing results with grade 7 to 9 students from SMPK BPK Penabur Cirebon, it can be concluded that the sex education video presented was well received by SMP students. The testing was carried out by gathering grade 7 to 9 students in a special room to watch the designed motion graphic video together. After the viewing session, students were asked to provide feedback through a questionnaire distributed as the data collection instrument. Most students stated that the video was engaging, easy to understand, and consistent with their habits of consuming digital content. The animated visuals, delivery of material, and short video format were considered helpful in understanding information about puberty, physical changes, and reproductive health education. The majority of students also reported gaining new knowledge and having their curiosity about the material addressed. Some feedback was given regarding the need to clarify certain visual parts or add additional examples. Overall, this video is effective as an educational medium and is suitable for delivering sexuality material in a manner friendly to SMP-level adolescents. The testing process can be seen in Figure 21.



Figure 21. Testing Process

Results

After the revision process was carried out based on input from the animator and the sex education expert, the sex education animation's color consistency is now more uniform according to the established palette, all text is now centered, the audio no longer experiences clipping, and the details of the visual assets have been aligned, producing a better overall appearance. The character movement was also made smoother and more convincing through the application of the *ease in-ease out*, *Squash and Stretch*, and *Anticipation* principles. The before-and-after results of the evaluator's revision can be seen in Figure 22.

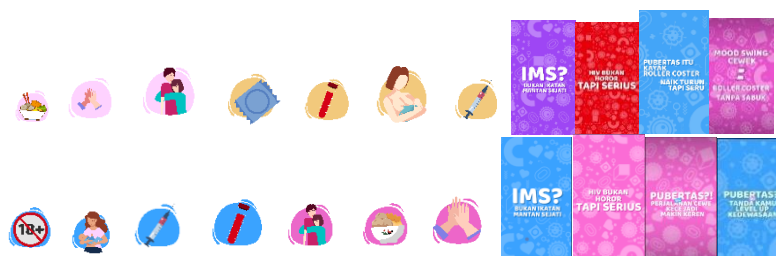


Figure 22. Revision Results from the Animation Expert

In terms of content, all inaccurate analogies were revised by replacing the Avengers reference with the concept of loyalty to a single partner, and changing the roller-coaster analogy into a metaphor for the process of human development or maturity, making the delivery of material more relevant and safe for SMP students. The material on Sexually Transmitted Infections (STIs) was also improved with an emphasis on the infection aspect, accompanied by the use of safe and informative medical photos. The section on condoms has been removed to avoid misinterpretation and to keep the educational focus on prevention through abstaining from sexual intercourse. Overall, the revisions carried out resulted in an animation that is more accurately targeted, fit for broadcast, and consistent with adolescent education standards. The revision results can be seen in Figure 23.

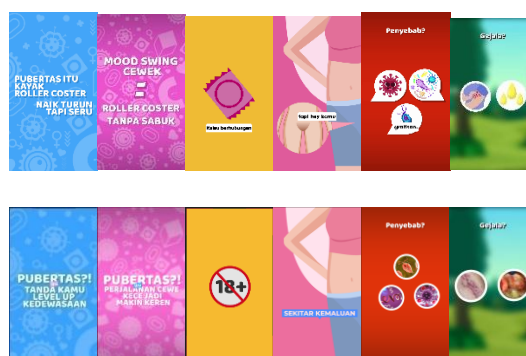


Figure 23. Revision Results from the Sex Education Expert

After going through the revision process, the video was deemed ready for upload, with a publication plan in which the first video would be posted through the school's official account, while the other five videos would be published using the TikTok account @zona.amanid and subsequently reposted by the school. The posts can be seen in Figure 24.



Figure 24. Video Posting Results

Conclusion

Based on the research conducted, starting from data collection, data analysis, design, through to the testing stage, it can be concluded that the design of the *sex education* video for students of SMPK BPK Penabur Cirebon successfully served as an effective learning medium for conveying information about puberty and reproductive health. The animated video developed was able to improve students' understanding and help them recognize the stages of their personal development more accurately and safely.

In the implementation stage, the video was adapted into a vertical format (9:16) with a relatively short duration to suit the characteristics of content distribution on the TikTok platform and adolescents' media consumption patterns. The material is presented informatively and communicatively while still observing ethical principles in delivering reproductive health education for adolescents. The use of visual elements such as animation, explanatory text (*subtitles*), and relevant background music was designed to increase appeal and sustain audience attention, thereby optimizing engagement and information retention. The use of TikTok as a distribution medium not only serves as a means of delivering educational material, but also as a form of strengthening digital literacy, since it enables students to access information independently and flexibly. In addition, interactive features such as the comment section and sharing (*share*) have the potential to support the creation of a constructive discussion space when managed properly, so that the implementation of the video on the TikTok platform can broaden the reach of information dissemination while improving the effectiveness of delivering educational messages to adolescents.

The information conveyed in the video can be well received and understood by the target audience, as shown by the testing results indicating that most students found the content easy to follow, engaging, and relevant to their needs. The feedback given by students was

mainly related to the need for additional visual explanation in certain sections, but overall the media produced has met the intended educational objectives.

This research can still be further developed into other media, such as printed modules, educational pocketbooks, informative posters, or audiovisual media broadcast through the school's YouTube channel, so that the reach and variety of material delivery become broader. In addition, further development can be carried out by adding more comprehensive material, such as education on sexual violence and guidance on the appropriate attitudes and steps to take when someone experiences such an incident or when accompanying a close person who has experienced it.

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