



Effectiveness of educational videos on communication skills to enhance adolescents' knowledge for preventing child marriage

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ABSTRACT

Child marriage remains a critical issue in Indonesia, particularly among adolescents aged 12 to 15 years who are vulnerable due to psychological immaturity and environmental influences. Strengthening adolescents' knowledge and communication skills is crucial in preventing early marriage. This study aims to evaluate the effectiveness of educational videos in enhancing adolescents' knowledge of child marriage prevention by improving their communication skills. Employing a quasi-experimental one-group pre-test-post-test design, the study involved 32 students of class VII-F at SMP Negeri 27 Bandung. Data were collected through pre-test and post-test assessments, using multiple-choice tests administered before and after the intervention. The data were analyzed using the Wilcoxon signed-rank test to determine the significance of differences between pre-test and post-test scores, and the N-Gain calculation was employed to assess the effectiveness of the intervention. The findings demonstrated a statistically significant increase in knowledge after the intervention, with an average N-Gain score of 0.5690, indicating moderate effectiveness. Improvements were observed in critical communication skills, including speaking, listening, overcoming verbal barriers, understanding nonverbal cues, and conflict resolution. Educational videos effectively enhance communication skills and knowledge about child marriage prevention among adolescents.

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ABSTRACT

Pernikahan anak tetap menjadi masalah kritis di Indonesia, terutama di kalangan remaja berusia 12 hingga 15 tahun yang rentan akibat ketidakmatangan psikologis dan pengaruh lingkungan. Peningkatan pengetahuan dan keterampilan komunikasi remaja sangat penting untuk mencegah pernikahan dini. Studi ini bertujuan untuk mengevaluasi efektivitas video edukatif tentang keterampilan komunikasi dalam meningkatkan pengetahuan remaja mengenai pencegahan pernikahan anak. Menggunakan desain quasi-eksperimental satu kelompok pre-tes dan post-tes, penelitian ini melibatkan 32 siswa kelas VII-F di SMP Negeri 27 Bandung. Data dikumpulkan melalui penilaian pre-tes dan post-tes, menggunakan tes pilihan ganda yang diberikan sebelum dan setelah intervensi. Data dianalisis menggunakan uji Wilcoxon signed-rank untuk menentukan signifikansi perbedaan antara skor pre-tes dan post-tes, dan perhitungan N-Gain digunakan untuk mengukur efektivitas intervensi. Temuan menunjukkan peningkatan yang signifikan secara statistik dalam pengetahuan setelah intervensi, dengan skor N-Gain rata-rata 0,5690, menunjukkan efektivitas moderat. Peningkatan diamati pada keterampilan komunikasi kritis, termasuk berbicara, mendengarkan, mengatasi hambatan verbal, memahami isyarat nonverbal, dan penyelesaian konflik. Video pendidikan secara efektif meningkatkan keterampilan komunikasi dan pengetahuan tentang pencegahan pernikahan anak di kalangan remaja.

Kata Kunci: keterampilan komunikasi; pencegahan pernikahan anak; peningkatan pengetahuan; video edukasi

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INTRODUCTION

UNICEF predicts Indonesia will be fourth globally in 2023, ranking among the top 10 countries for child marriage cases, affecting millions of Indonesian children (Kusmayanti, 2024). The Central Bureau of Statistics explained that adolescents in Indonesia who entered into child marriage in 2023 were still at 6.92% (<https://www.kompas.id/artikel/en-tingginya-angka-perkawinan-usia-anak-di-indonesia>). This report highlights UNICEF's predictions and the rankings of child marriage around the world. It also discusses the prevalence of child marriage in Indonesia and how the COVID-19 pandemic has impacted these numbers. Child marriage has a profound impact on children's development and future, including a high risk of school dropout, persistent poverty, reproductive health problems, and increased vulnerability in the household. Child marriage negatively impacts girls' physical, mental, and emotional health, forcing them to assume adult roles prematurely. This situation leads to unnatural growth, increased health risks, and mental health challenges like depression and anxiety (Msuya, 2020). Adolescents, especially at the Junior High School (SMP) level with an age range of 12-15 years, need exceptional guidance regarding the prevention of child marriage because this phase is very crucial.

Teenagers still think concretely and tend to behave according to their wishes without listening to the opinions of others. Tend to act based on their instincts and thoughts, without considering how others perceive their way of thinking. The importance of preventing child marriage at the age of junior high school adolescents is because this period is more vulnerable to environmental influences, a lack of knowledge, and psychological immaturity (Tamilmozhi & Krishnan, 2024). Data from the Central Statistics Agency reported that in 2021, 9.23% of women were married before age 18, but this number decreased to 8.06% in 2022 and 6.92% in 2023 (<https://data.goodstats.id/statistic/angka-pernikahan-anak-di-indonesia-terus-menurun-9wZgi>). This raises concerns about education rights, potential poverty, and future economic and cultural limitations. Low parental and child education leads to early marriages, with the average age of child marriage being in junior high school, making education the primary determinant of marriage age (Indriani et al., 2025). Early marriage in adolescence, particularly in junior high school, can lead to poverty and economic limitations. The need for targeted preventive efforts, such as dedicated forums and programs in schools, to educate adolescents about the risks and consequences of child marriage (Rinekasari et al., 2024).

Effective communication within the family is essential, yet many teenagers still struggle with it. A lack of communication skills is one of the leading causes of adolescents' difficulties in communicating within family and social environments. The rapid development of technology and the use of social media have changed adolescents' communication patterns, so they tend to be more comfortable interacting online than face-to-face (Hukunala & Nahuway, 2024). As a result, interpersonal communication skills, such as reading facial expressions and body language, and the ability to express opinions, are less refined. Adolescents who lack training in communication skills tend to experience barriers in building social relationships, difficulty expressing emotions, and difficulty adapting to new environments (Fatimah & Holilah, 2025). Poor communication skills among adolescents lead to social isolation, challenges in forming and maintaining relationships, and negative emotional expression (Mitic et al., 2021). The lack of communication skills in adolescents not only impacts social and family relationships but also plays an important role in preventing child marriage. Studies highlight that adolescents who do not develop strong communication and social skills face barriers such as loneliness, social exclusion, and reduced ability to adapt to new environments, which can contribute to mental health challenges (Filia et al., 2025).

Assertive communication skills can increase adolescents' understanding of the risks and negative impacts of child marriage, as well as increase their confidence to express their opinions. Strengthening communication skills in adolescents is one of the primary keys in efforts to prevent child marriage. Efforts

can be made to reach junior high school adolescents by providing them with interesting media that promotes communication skills to prevent child marriage, such as educational videos. Video media can be used as an alternative to enhance the effectiveness of education, as it offers several advantages, including ease of packaging material, increased attractiveness, and flexibility to make improvements and updates at any time (Kotimah, 2024). The use of video media can have an impact on increasing adolescent knowledge. This study aimed to determine the impact of educational videos on increasing knowledge of communication skills in preventing child marriage. Educational videos are widely recognized for their effective use in combining visual and auditory stimuli, catering to diverse learning styles (Noetel et al., 2021; Utaminingsih et al., 2024).

Audiovisual media significantly enhance knowledge retention and engagement in adolescent education, particularly on sensitive topics like sexual and reproductive health and early marriage prevention, surpassing traditional lecture-based approaches (Susanti & Isrohmaniar, 2023). The effectiveness of animated educational videos in facilitating understanding of complex scientific topics has been established. However, gaps remain in their approach to child marriage prevention among early adolescents (Putri et al., 2020). Previous studies have primarily focused on enhancing reproductive health knowledge and increasing awareness about early marriage (Djannah et al., 2020; Makalalag et al., 2021). However, few have explored enhancing communication competencies to empower adolescents against early marriage pressures. Strengthening communication skills, such as assertiveness, conflict resolution, and nonverbal cue recognition, is crucial for adolescents to apply their knowledge in real-life interactions (Puscas et al., 2021; Fatimah & Holilah, 2025). This research investigates the effectiveness of educational videos in enhancing communication skills among junior high school students aged 12-15, with a focus on preventing child marriage.

It assesses skill improvement and knowledge gain, providing empirical evidence for educators and policymakers to integrate multimedia tools into school curricula and counseling programs. Additionally, this study fills a research gap on practical skill-building through media, promoting adolescent assertiveness and resilience in social contexts with persistent child marriage risks (Rinekasari et al., 2024; Rambe et al., 2025). This study aims to evaluate the effectiveness of educational videos in improving the communication skills of junior high school adolescents in preventing early marriage, particularly among adolescents aged 12-15 years in Indonesia. The benefits of this study include the availability of empirical evidence for integrating multimedia-based communication skills training into the family life education curriculum. Another benefit is providing practical insights for educators, policymakers, and community organizations on efforts to build resilience and decision-making skills in adolescents, as well as support for reducing child marriage rates by equipping them with essential life skills for forming healthy relationships and self-advocacy.

LITERATURE REVIEW

Educational Video

Video is an important medium in supporting student learning, leveraging its strengths to deliver targeted educational messages and promote conceptual understanding. When used appropriately, videos effectively deliver knowledge or practical skills to learners (Noetel et al., 2021; Utaminingsih et al., 2024). Educational videos are shows that present learning materials and contain educational messages aimed at providing knowledge or skills to the audience, especially for students (Putri et al., 2020). Instructional videos are a type of audiovisual media that combines visual and sound components. Analysis reveals that most articles feature elements such as interaction, screen design, sequence, components, subject/content, and connection. A classification scheme was developed based on these dimensions, categorizing video types into eight main categories (Basyaev et al., 2021; Köse et al., 2021). The study

highlights the effectiveness of audiovisual learning tools in enhancing students' comprehension of the studied concepts through the use of visual aids and sound projection (Julaeha & Putri, 2023). Similarly, it was found that audiovisual media significantly improve adolescents' knowledge about early marriage and reproductive health, addressing insufficient knowledge about human reproductive hormones and systems (Susanti & Isrohmaniar, 2023; Djannah et al., 2020).

Video media is more engaging because it combines audio and visual elements. The presence of these two elements in educational media is expected to support students during the learning process, as each student has a diverse learning style (Kusumahwardani et al., 2022). Previous research has reported that educational video media can increase students' knowledge in grade 5 at MI Alkhairaat Mogolaing Kotamobagu (Makalalag et al., 2021). Educational media establishes a learning environment that encourages students' motivation to learn, cultivates positive character development, and facilitates the attainment of targeted academic goals (Rambe et al., 2025). The characteristics of video have many similarities with film media, including its ability to overcome distance and time barriers in the learning process. In addition, videos can be played back at any time to clarify material that is not understood. Information conveyed through video also tends to be more quickly accepted and easily remembered by the audience. The characteristics of educational videos according to Hasan (2021) in "*Media Pembelajaran*" are as follows: 1) Content relevance; 2) User engagement/ interactive; 3) Appropriate duration; 4) Attractive visuals; 5) Use of storytelling; 6) Audio and visual quality; and 7) Measurement and evaluation.

Knowledge Enhancement

Six levels of knowledge according to Bloom's Taxonomy theory, namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Learning objectives can be designed using Bloom's Taxonomy based on the desired cognitive level, aiming to improve the development of students' knowledge (Wahidah & Johan, 2025). Early adolescents' knowledge level is optimal for remembering, understanding, and applying concepts, as cognitive development in this stage is still transitioning from concrete to abstract thinking (Berlian et al., 2022). Jean Piaget stated that in early adolescence, individuals begin to think abstractly and logically, consider various possibilities, and adjust their understanding by combining old knowledge and new information in the learning process (Mubarak, 2025). The results of research conducted indicate that adolescents' knowledge level is optimal at the following levels (Berlian et al., 2022).

1. Remembering (C1). This level of knowledge involves the ability of adolescents to remember or recognize information that has been previously learned, including the ability to retrieve relevant knowledge from long-term memory.
2. Understanding (C2), this level of knowledge relates to an adolescent's ability to understand the meaning of the information that has been learned. It involves explaining, classifying, comparing, and interpreting concepts or ideas.
3. Applying (C3), this level of knowledge involves an adolescent's ability to use learned information or knowledge in new or concrete situations, including applying concepts, procedures, or methods to different materials.

Child Marriage

Undang-Undang Republik Indonesia Nomor 35 Tahun 2014 tentang Perlindungan Anak defines "*Anak adalah seseorang yang belum berusia 18 (delapan belas) tahun, termasuk anak yang masih dalam kandungan*". International debate surrounds whether childhood begins at conception or birth, with the legal

norm set at birth. Additionally, it explains that child protection encompasses all activities aimed at ensuring and protecting children's rights to live, grow, develop, and participate, ideally in a manner that respects their dignity and humanity, and to receive protection from violence and discrimination (Eleanora & Sari, 2020). The law aims to prevent child marriage as a fulfillment of the right to protection for children. Marriages involving children under the age of 18 not only violate children's rights but also have terrible consequences for their future. Children who marry before the age of 18 are at a very high risk of facing domestic conflicts. Early marriage is associated with mental health challenges, including depression, anxiety, and emotional distress, as adolescent brides face adult responsibilities before they are psychologically ready (Burgess et al., 2022).

Communication Skills

Communication is the process of delivering messages orally or in writing that can be understood by the recipient to encourage behavior change, so that communication is not only conveying messages, but also ensuring that the message is truly understood (Mariana & Artiyany, 2022). Communication can also be defined as exchanging information, thoughts, and feelings between individuals. This process can be done verbally, in writing, and through various media. Communication influences communicators' thoughts, attitudes, and actions; communication can also be used to exchange information between two or more ethnic groups. Communication skills involve the interactive exchange of information, knowledge, and thoughts between individuals, involving verbal and nonverbal means. These skills involve identities, intentions, and various forms of knowledge to achieve a shared understanding (Puscas et al., 2021; Touloumakos, 2023). Communication skills are essential for humans because they are the basis for interaction. Benefits to communication skills, namely being able to convey opinions so that it is easier to socialize, discuss, and solve problems, to increase knowledge, and deepen understanding of a material (Mahrunnisya, 2023).

METHODS

This study uses a quantitative method to measure adolescent knowledge by processing data from pre-test and post-test results. This research is a quasi-experiment with a One-Group pretest-posttest design (Figure 1). This study focuses on class VII-F students at SMP Negeri 27 Bandung, consisting of 32 students. Saturated sampling was used, and data were collected through multiple-choice tests arranged in pre-tests and post-tests. The pre-test was administered before the presentation of the communication skills video material, while the post-test was administered after. The research process began with administering a pre-test to 32 students on communication skills related to preventing child marriage. This was followed by the presentation of educational media in the form of videos on communication skills, and concluded with administering a post-test to measure changes in students' communication skills after receiving the educational material.

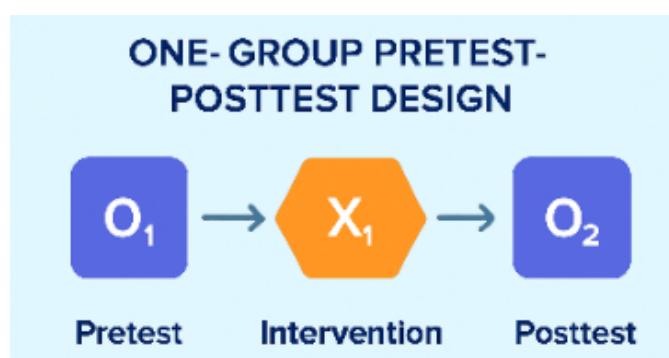


Figure 1. One-Group Pretest-Posttest Design
 Source: Research, 2025

Description:

- O_1 = Pre-test score (before treatment)
- X_1 = Intervention (family communication video)
- O_2 = Post-test score (after treatment)

The study's implementation consisted of administering a pre-test, playing educational videos on communication skills, and administering a post-test using the same instrument. Pre-test and post-test data were used to measure the increase in students' knowledge after the educational video intervention. The study used IBM SPSS Statistics version 24 for data processing and analysis. The Wilcoxon signed-rank test was used to compare pre-test and post-test results to determine if there was a significant change in participants' knowledge before and after the intervention, particularly when data distribution is not normal. Additionally, the N-Gain value was calculated to measure the effectiveness of the intervention by quantifying the normalized improvement in knowledge. The N-Gain score provides an intuitive way to assess the extent of learning or change that occurred due to the intervention, allowing researchers to determine significance and practical impact. Concurrently, these analyses offer a comprehensive understanding of the intervention's success in enhancing participant outcomes, ensuring the research conclusions are robust and well-supported by statistical evidence.

RESULTS AND DISCUSSION

Acquisition of Knowledge Score of Communication Skills in Preventing Teenage Child Marriage Before and After Intervention

Pre- and post-tests were conducted on SMP Negeri 27 Bandung students, namely class VII-F with 32 respondents. The pre-test and post-test results reflect a clear and consistent improvement in students' knowledge of communication skills for preventing child marriage. Before the intervention, students' scores varied widely, with several students scoring relatively low in the pre-test (e.g., scores as low as 32 and 36). After being exposed to the educational video, all students demonstrated an increase in their scores, with many achieving significantly higher post-test results, including some who reached a perfect 100. The overall improvement aligns with the study's statistical analysis, which showed a significant difference between pre-test and post-test scores using the Wilcoxon test, confirming that the intervention had a meaningful impact.

Comparison of the Knowledge Score of Communication Skills in Preventing Teenage Child Marriage Before and After Intervention

The Wilcoxon test is a non-parametric method used to compare two groups of paired data, particularly when the data do not meet the normality assumptions required for parametric tests, such as the paired t-

test. The Wilcoxon test in this study aims to determine the significant difference between students' pre-test and post-test results after being given an educational video on communication skills. The following is presented: Wilcoxon test ranks in **Table 1**, Wilcoxon Test Results using the SPSS 24 application.

Table 1. *Wilcoxon Test Results*

Ranks		N	Mean Rank	Sum of Ranks
Posttest_Score - Pretest_Score	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	32 ^b	16.50	528.00
	Ties	0 ^c		
	Total	32		

a. Posttest_Score < Pretest_Score
b. Posttest_Score > Pretest_Score
c. Posttest_Score = Pretest_Score

Source: Research, 2025

Description:

Negative ranks: to see a decrease from pre-test to post-test.

Positive ranks: to see an increase from pre-test to post-test

Ties: the number of pre-test and post-test scores is the same

Total: number of students

Table 1 shows that all learners experienced an increase in scores following the intervention, specifically the provision of educational videos on communication skills. The total score of 528 indicates that the score increase is quite significant. **Figure 2** is a graph of the number of pre-test and post-test Results. The pre-test and post-test results are shown in a graphical image.

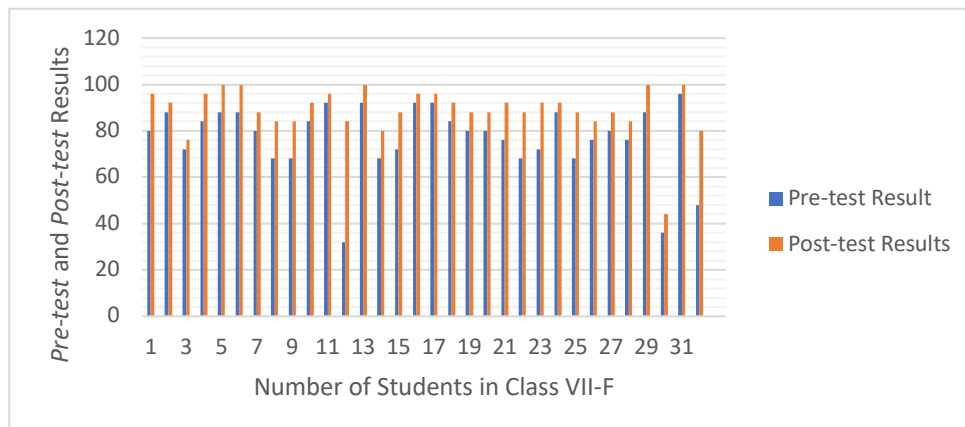


Figure 2. Graph of Total Pre-test and Post-test Results

Source: Research, 2025

Figure 2 shows the pre-test and post-test results of students in class VII-F. It can be seen that most learners experienced an increase in scores after following the intervention. The pre-test scores shown by the blue colored bars are generally lower than the post-test scores shown by the orange colored bars. This result indicates an increase in learners' knowledge or ability after providing educational video media. The improvement was consistent across almost all participants, although some individuals showed more significant differences in improvement than others.

Criteria for the Effectiveness of Communication Skills Video for Increasing Knowledge of Child Marriage Prevention

The N-Gain test aims to determine the effectiveness of treatment, both when administered individually and in groups. This study used the N-Gain test to determine the effectiveness of providing educational videos on communication skills to increase knowledge about preventing child marriage. The results of the pre-test and post-test N-Gain descriptive data using SPSS 24 are presented in **Table 2**, N-Gain Test Results.

Table 2. N-Gain Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	32	.13	1.00	.5690	.24616
Ngain_Persen	32	12.50	100.00	56.9021	24.61576
Valid N (listwise)	32				

Source: Research, 2025

Table 2 shows that the average score (mean) of the pre-test and post-test N-Gain is 0.5690, which is moderate because $0.30 \leq 0.5690 < 0.70$ category. The percentage of the n-gain result is 56.90, which means it is in the moderately effective category.

Differences in Knowledge of Communication Skills in Preventing Teenage Child Marriage Before and After Intervention

The Wilcoxon Signed-rank test in this study aims to determine whether there is a significant difference between the knowledge of students before and after being given treatment in the form of educational videos on communication skills in efforts to prevent child marriage. **Table 3** below displays the Wilcoxon Signed-rank test of the differences in students' knowledge.

Table 3. Wilcoxon Signed-rank Test

	Posttest_Score - Pretest_Score
Z	-4.965 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Source: Research, 2025

The Z value of -4.965 indicates a considerable difference between the pre-test and post-test results obtained by students. The negative sign on the Z value indicates that the post-test score tends to have a higher value than the pre-test score. The resulting Z value also has a significant result (Asymp. Sig. 2-tailed) less than 0.05.

Discussion

This study demonstrates that educational videos on practical communication skills enhance adolescents' understanding of how to prevent child marriage. The significant increase in post-test scores compared to pre-test scores, along with an N-Gain score of 0.5690, which falls into the moderate effectiveness category, confirms that video media can be a strategic educational tool for this topic. These findings align with theoretical foundations and previous studies indicating that adolescence, particularly at the junior high school level (ages 12-15), is a critical period requiring the development of knowledge and communication skills to prevent child marriage (Tamilmozhi & Krishnan, 2024). During this period, adolescents tend to be concrete and impulsive, necessitating educational media that is engaging and easy to understand to build their awareness and skills. The formulation of learning objectives can employ Bloom's Taxonomy according to the cognitive level to be achieved, thereby enhancing students' knowledge development (Wahidah & Johan, 2025). This increase in knowledge can be explained through Bloom's Taxonomy theory, which emphasizes the importance of mastering cognitive aspects, ranging from remembering (C1), understanding (C2), to applying (C3). The communication skills video used in this study was designed to fulfill all three levels. Learners are not only able to recall information about the dangers of child marriage, but also understand and can apply assertive communication skills to refuse an invitation to marry young or negotiate family decisions. Learners are not only able to recall facts about the dangers of child marriage but also understand the meaning and reasons for the importance of preventing child marriage with this approach. Learners can apply this knowledge in their daily lives, such as refusing an invitation to marry a child or having an assertive discussion with parents.

In addition, effective communication is an important factor in equipping adolescents to be able to refuse and discuss child marriage assertively, as explained in the literature review that interpersonal communication skills such as reading facial expressions, body language, and the ability to express opinions need to be honed so that adolescents do not experience social isolation and difficulty adapting (Fatimah & Holilah, 2025; Mitic et al., 2021; Filia et al., 2025). This study proves that educational videos designed with consideration of the characteristics and needs of adolescents can significantly improve these aspects. Video media has the advantage of delivering educational material to adolescents. Educational media aims to create a learning environment that motivates students to develop a willingness to learn, fosters positive character traits, and supports the achievement of desired academic outcomes (Rambe et al., 2025). The advantages of video media in learning have also been supported by previous studies showing that audiovisual media can convey learning messages in a more engaging, easily understood, and memorable way compared to other methods (Noetel et al., 2021; Utaminingsih et al., 2024; Juliaha & Putri, 2023). The educational videos in this study integrate story elements, engaging visuals, and appropriate duration based on the characteristics of effective learning media according to Hasan (2021) in "*Media Pembelajaran*", enabling students not only to remember information (C1) but also to understand (C2) and apply communication skills (C3), in line with the levels of Bloom's Taxonomy (Wahidah & Johan, 2025).

Respondents experienced an increase in knowledge after being given an educational video. The advantages of this video are following the characteristics put forward by Hasan (2021) in "*Media Pembelajaran*", such as has the suitability of video content with the goals and needs of students regarding communication skills as a prevention of child marriage which contains the concept of child marriage, efforts to prevent child marriage, the concept of family communication skills and the application of communication in preventing child marriage. The duration of this video is sufficient, not too long or too short. In addition, this video utilizes stories to enhance understanding and improve memory retention. The advantages of this video are evident from the results of students who have been given educational videos on communication skills; they can answer questions more effectively. This condition is evidenced by increased test results after watching the video. Increasing this knowledge is very important in building

adolescents' resilience to the risks of child marriage. Adolescents with adequate knowledge about good communication skills, especially in the family, will be better able to make healthy decisions, refuse early marriage invitations, and dare to express their opinions to parents or the surrounding environment. Based on the study's results, which showed the effectiveness of educational videos in increasing knowledge of communication skills for preventing child marriage, schools should integrate educational video media more widely into their education and counseling programs, especially at the junior high school level.

The development of interactive video content relevant to adolescents' lives should be continued to make material on communication skills and child marriage prevention more accessible and engaging, thereby attracting students' interest. In addition, collaboration among schools, parents, and related institutions is essential to create a supportive environment that strengthens adolescent communication skills both at school and at home. This communication skills video effectively increases students' knowledge about preventing child marriage. Therefore, implementing this educational video can be considered an effective preventive strategy and is recommended for integration into school curricula, training programs, and family counseling. Furthermore, collaboration among schools, parents, and relevant institutions is essential to create an educational and family environment that supports the development of adolescents' communication skills, thereby reducing child marriage rates sustainably. The constraints of this research include the relatively small sample size, limited to only one class of seventh-grade students at SMP Negeri 27 Bandung, which may affect the generalizability of the findings to broader adolescent populations. Additionally, the study employed a one-group pretest-posttest design without a control group, which limits the ability to rule out other external factors that may have influenced the improvement in knowledge and communication skills. The short duration between the pretest and posttest also restricts the assessment of long-term retention and behavioral change. Future research should consider larger, more diverse samples, include control groups for comparison, and extend the follow-up period to evaluate the sustained impact of educational video interventions.

CONCLUSION

The results of this study show that providing educational videos to students in class VII-F SMP Negeri 27 Bandung regarding communication skills effectively increases students' knowledge about preventing child marriage. After being given an intervention in the form of an educational video, there was a consistent increase in students' understanding and ability in communication skills. The results of statistical tests demonstrate a significant difference between knowledge before and after the intervention, indicating that video media is effective in supporting learning and communication skills in adolescents. The skills honed through this educational video include speaking, listening, overcoming verbal communication barriers, understanding nonverbal communication, and resolving conflicts constructively. Increased knowledge is a crucial foundation for adolescents in making informed decisions, rejecting early marriage invitations, and having the confidence to express their opinions to parents and the surrounding environment. Thus, educational video media on communication skills proved to be effective as an educational strategy in efforts to prevent child marriage among adolescents. Further research is also recommended to test the effectiveness of other types of educational media, such as digital modules or interactive simulations, to determine the most effective method for improving adolescent knowledge and communication skills in preventing child marriage. Thus, it is hoped that efforts to prevent child marriage can be more comprehensive and sustainable.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors confirm that the data and content of the article are free from plagiarism.

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