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DEVELOPMENT OF SEX EDUCATION BOOKS FOR ELEMENTARY SCHOOL STUDENTS

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Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan buku pendidikan seks yang memiliki valid, layak, dan efektif kriteria yang digunakan untuk menyampaikan pendidikan seks. Model pengembangan buku menggunakan model pengembangan Borg dan Gall, yaitu pengumpulan informasi, perencanaan, pengembangan draf produk awal, pengujian ahli, pengujian skala kecil, pengujian lapangan, dan diseminasi dan implementasi. Berdasarkan uji pakar media, material, dan psikolog, disimpulkan bahwa buku pendidikan seks memenuhi kriteria yang valid. Kemudian dalam tes skala kecil disimpulkan bahwa buku pendidikan seks dapat diterima dan diubah cara siswa memandang pendidikan seks. Buku pendidikan seks dapat digunakan dalam tes skala lapangan dengan lebih banyak populasi

Abstract

The purpose of this study was to develop sex education books that have valid, feasible, and effective criteria used to convey sex education. The book development model uses the Borg and Gall development model, namely information gathering, planning, development of initial product drafts, expert testing, small scale testing, field testing, and dissemination and implementation. Based on the test of media, material, and psychologist experts, it was concluded that the sex education book fulfilled valid criteria. Then in the small-scale test it was concluded that the sex education book could be accepted and changed the way students view sex education. Sex education books can be used in field-scale tests with more populations

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INTRODUCTION

The development of science and technology that is very fast today can affect the mindset, behavior, and habits of an individual. Technological advances can easily push the entry of western culture into our country. Western culture that enters Indonesia through various media must be selected and watched out because it might conflict with the eastern values that we have and bring negative impacts. One of the many negative impacts that occur and become the concern of our society today is the behavior of sexual crimes against children whose numbers increase from year to year. The important thing that must be the focus of the community and our government today is to make efforts to provide protection to children from sexual crime behavior that often occurs around us. Sexual crimes occur more to children because children are weak, easily influenced, and have not been able to defend themselves. Individuals with sexual deviations tend to target children as victims for this reason.

Technological advancement is like two sides of a coin, in addition

to providing benefits to humans there are also adverse effects that accompany it. Surveys in 12 major cities in Indonesia conducted by the Indonesian National Child Protection Commission (KPAI) in 2011 showed that 83% of adolescents had admitted to watching pornographic videos, 93.7% had had sexual intercourse, and 21% or one in five teenagers in Indonesia has had an abortion (Shintami, 2012; in Yutifa, 2015). Rapidly developing technology provides a lot of freedom for teenagers to access various information, including various pornographic content. Anisah (2016) explained that adolescents who intensely watch and imitate scenes presented in pornographic shows cause deviant behavior. Teenagers who watch pornographic videos have a great tendency to become sex offenders by imitating what is seen from pornographic shows and looking for objects to channel their sexual behavior. The high problem of sexual behavior shows the absence of proper sexual education. Information obtained by adolescents through sexual education can be a shield for themselves to avoid falling

into deviant sexual behavior (Rinta, 2015).

Data from the Indonesian Child Protection National Commission (KPAI) shows that hundreds of cases of child sexual crimes occur every year (Jawapos, 2017). In 2015 there were 218 cases, in 2016 there were 120 cases and then in 2017 there were 116 cases of sexual crimes in children. KPAI's data also shows that the perpetrator of the sexual crime is the victim's closest person such as stepfather / biological, closest family, and friend. Sexual crime does not only occur in girls but also boys. Currently sexual crimes are categorized as extraordinary crimes because they can have a large psychological impact on their victims. In order to prevent the occurrence of sexual crimes in children, various efforts and collaborations are needed from various parties such as the government, teachers and parents. One way that can be used to prevent the occurrence of sexual crimes in children is to provide sex education early on. Sex education for children can be provided through sex education books.

LITERATURE REVIEW

Cases of sexual violence and irregularities against children certainly cannot be separated from the education system in Indonesia (Abduh, 2016). The phenomenon of sexual violence and irregularities that befall children in their own environment is caused by several factors, one of which is the lack of sex education for children and the community. There is an opinion that sex education for children is considered a taboo thing but is wrong. Sex education is actually given to children from an early age so that children are able to protect themselves from sexual crimes that can arise anywhere.

Sex education is closely related to how to educate children at home and at school. The right sex education needs to be taught by every parent to their children since the child knows the environment, until he reaches adulthood (Suteja, 2017). Sexual education needs to be given from an early age, especially at this time many minors are victims of sexual exploitation. For children aged 3-5 years appropriate sexual education is by introducing the body

parts of the child along with their respective functions, explaining the differences between boys and girls and explaining the sensations felt on their genitals (Sugiasih, 2016).

The more frightening thing is that the child who used to be a victim will imitate what he has experienced, namely to become a predator of children, aka revenge for what has happened to him (Chomaria, 2014). Almost all pedophiles have been victims of pedophilia itself, especially when they were young

(Sugijokanto, 2014). The introduction of sex in children can be started from an introduction to the anatomy of the body. Then, it increases in education about how to breed living things, namely in individuals and animals. As stated by Chomaria (2014), sex education begins with introducing body parts. Gradually the child will learn that the vagina and penis function not only as a way to urinate, but more than that, namely as a tool for reproduction.

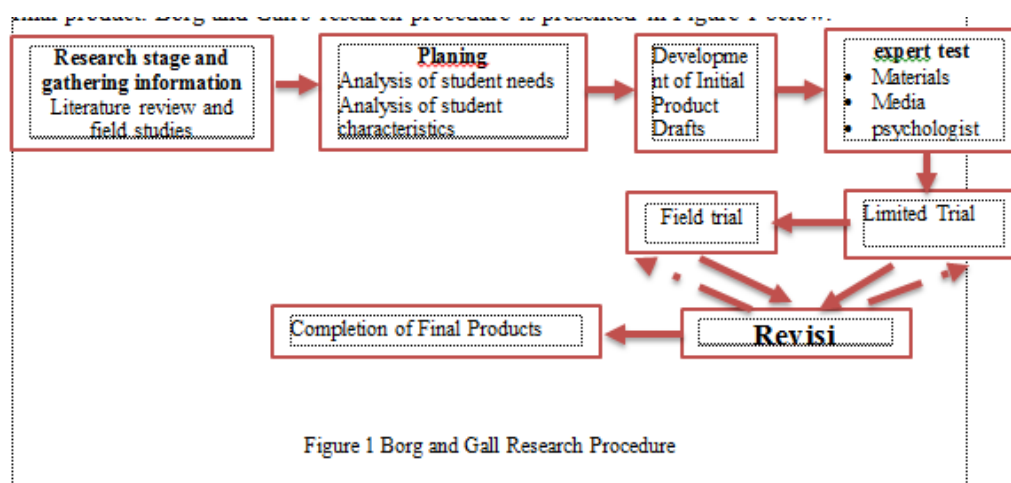


Figure 1 Borg and Gall Research Procedure

RESEARCH METHODS

The Model Borg and Gall Research and Development model consists of 10 stages, but researchers only use 9 stages, starting from planning to the 9th stage, namely refining the final product. Borg and Gall's research procedure is presented in Figure 1 below

In the development model, it starts from planning, starting with gathering information to get problems in the field, then the researchers carry out the analysis of the needs and characteristics of students as a reference in developing the sex education book. After that, the researcher made an initial draft of

the product which was then carried out a validation test by experts namely media experts, material experts, and psychologists. Validation test aims to find out the validity of the sex education book that has been developed. Furthermore, after the revision, small scale and field scale tests were conducted to determine the effectiveness of using sex education books.

Validation of Sex Education Books is carried out by media experts, material experts, and psychologists. A combined analysis of several experts who have validated the next teaching material will be analyzed as a whole. The overall data analysis aims to determine the percentage of validity of the teaching materials that have been developed. The recapitulation of the feasibility level of teaching materials is presented in Table 1 as follows.

RESULTS

Table 1: Validity Recapitulation of Teaching Materials by Experts

Subject	Score	Average
Media Expert	55	76,38
Material Expert	87	80,5
Psikologist	70	83,3
Average	70,67	80,06

In Table 1 above, the results of the validity level recapitulation are presented. In the table above shows that the level of validity of teaching materials reaches a percentage of 80.06%, this shows that teaching

materials are suitable for use in learning.

Recapitulation of combined data on expert validation is shown in Table 2 as follows.

Table 2 Recapitulation of Combined Expert Validation Data

No.	Subject	Earnings Percentage Results	Criteria
1	Media Expert	76,38	valid
2	Material Expert	80,5	Very valid
3	Psikologist	83,3	Very valid
	Total	240,18	
	Average	80,06	Valid

Based on Table 2 shows the results of validation by media experts, thematic learning experts, and psychologists show a "valid" category and can be implemented. Furthermore, after an expert trial

conducted a small scale test was carried out on 5 students in Class IV SDN Cipete Utara 15 Pagi. In the Small Scale Test the following results are obtained.

attendance number	Score of Numbers										Total
	1	2	3	4	5	6	7	8	9	10	
1	3	4	3	4	3	4	3	4	3	3	34
2	2	3	4	3	3	2	4	3	2	4	30
3	3	2	2	3	3	3	3	4	3	3	29
4	3	4	2	1	3	2	3	4	2	2	26
5	3	4	3	2	2	3	2	2	4	2	27
Average	2.8	3.4	2.8	3.25	2.8	2.8	3	3.4	2.8	2.8	2.98

Based on small-scale trials, the average score of questionnaires distributed to students is 2.98. After a small scale trial, a field trial with a larger population was carried out.

DISCUSSION

The sex education book is a book developed with the Borg and Gall development model consisting of ten stages. At the trial stage an expert test was carried out consisting of a test of media experts, material experts, and psychologists. Media test aims to see Cover, illustration, image, Font, size, and color selection. Important media tests are carried out so that the books developed can encourage students to

read, understand, study, and apply the substance of books in life. Because if the book is compiled interesting and based on student development, the material in the book will be absorbed very well by students.

The material test is carried out to find out the depth and breadth, as well as the scope of the material that refers to the level of development and age of students. The material prepared must not be too low or too high, so that the material in the book is able to be absorbed properly by students. Then the psychologist's test needs to be carried out because the psychologist helps provide suggestions and comments on the

substance of the book, so the contents of the book do not deviate far from the level of student development. Piaget (in Hurlock, 2011) explained that the cognition of elementary school children (ages 7-11 years) is at a concrete operational stage. At this stage mental activity is focused on objects or events that are real (concrete and measurable). At this time children begin to connect new concepts with old concepts. Based on this experience, elementary school children form concepts about numbers, space, time, body functions, gender roles, morals, and so on.

Expert tests that have been carried out are then revised based on expert advice and comments before the small-scale test. On the small scale test that has been done that after the use of sex education books many students understand the importance of taking care of themselves. Then before students did not understand about sex education, students began to understand body parts that should not be touched by others, except parents and doctors when students were sick. Freud places early childhood in the phallic stage, where

at this stage the genital apparatus becomes an attractive and sensitive area of the body (Anggraini et al, 2017). At this stage the curiosity about gender differences began to rise and at this stage the child began to explore the body, especially the genitals. Exploration by children on their bodies includes manipulating genitals, caressing themselves, hugging dolls, animals, people around them, and other sensual experiments. If this is allowed then it can become a habit for adult children. Santrock (2007) explains that individual personality when an adult is determined by the fulfillment of this pleasure (mouth, anus, genitals) and the demands of reality.

According to Nawita (Anggraini et al, 2017), sex education is an effort to provide information or introduce (names and functions) to members of the body, understanding sex differences, elaborating sexual behavior (relationships and intimacy), as well as knowledge of the values and norms in the community. with gender. The purpose of sex education is so that children can identify dangerous situations and prevent sexual

harassment, and teach children how forms of touch are not good, how to resist and end contact with abusers, and how children ask for help other people. A correct understanding of the right sex will help the child to have a sense of responsibility to himself from an early age.

CONCLUSION

The sex education book is a book developed based on the analysis of the needs and characteristics of students. Meanwhile, according to Puspita (2017) Good teaching materials are teaching materials that are able to help students to understand the material delivered by the teacher. This sex education book fulfills valid criteria when carried out the test of material experts, media, and psychologists. In addition to the expert trial conducted a small-scale trial obtained results that students were interested in using the sex education book and increase students' insight into sex education.

Sex education books should be disseminated on a wider scale. It aims to reduce violence and sexual abuse in children. So that children

know how to protect themselves. This book can be used by teachers or parents to convey sex education optimally.

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