



The Development of Audio-Based Busy Books to Introduce Sex Education to Children Aged 5-6 Years



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Article Information

Submitted:
January 2022
Approved:
February 2022
Published:
March 2022

Keywords:

BKB Cadres
Competences
Childhood Mother

Abstrak

Penelitian ini bertujuan untuk mengembangkan *busy book*. *Busy book* yang dikembangkan berbasis audio untuk mengenalkan pendidikan seksual pada anak. Pendidikan seksual bukan hanya diberikan saat anak menginjak usia remaja. Anak harus dikenalkan pendidikan seksual sejak dini. Hal ini sebagai langkah preventif mencegah kekerasan seksual pada anak. Materi yang dimuat dalam *busy book* diantaranya adalah pengenalan *gender*, pengenalan identitas diri, cara menjaga kebersihan tubuh, batasan sentuhan pada tubuh anak, dan pencegahan kekerasan seksual pada anak. Penelitian ini merupakan penelitian R&D yang mengadopsi model ADDIE (Analyze, Design, Development, Implementation, dan Evaluation). Penelitian ini menghasilkan produk berupa media pembelajaran sebagai bahan ajar untuk mengenalkan pendidikan seksual pada anak usia 5-6 tahun. Berdasarkan penilaian ahli media pembelajaran mendapatkan hasil 86,25% dengan kategori layak dan penilaian ahli materi mendapatkan hasil 91% dengan kategori sangat layak. Penilaian respon peserta didik TK M NU Darunnajah Kamal mendapatkan presentase sebesar 96% dengan kategori sangat layak. Berdasarkan penelitian ini dapat disimpulkan bahwa *busy book* berbasis audio layak digunakan dalam penerapan pengenalan pendidikan seksual pada anak usia 5-6 tahun.

Abstract

This study aimed to develop *busy book* developed based on audio to introduce sex education to children. Sex education is not only given when children reach their teens. Children should be introduced to sex education from an early age. This is a preventive measure to prevent sexual violence against children. The material contained in the busy book includes gender introduction, self-identity recognition, how to maintain body hygiene, limits on touching children's bodies, and prevention of sexual violence in children. This research is a R&D research that adopts the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). This research produced a product in learning media as teaching materials to introduce sexual education to children aged 5-6 years. Based on the assessment of the learning media experts, the results were 86.25% in the appropriate category, and the material expert assessment got 91% results in the very feasible category. The response assessment of TK M NU students, Darunnajah Kamal, received 96% with a very decent category. Based on this research, it can be concluded that an audio-based busy book is appropriate to use in the application of the introduction of sex education for children aged 5-6 years.



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ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v7n1.2022.pp46-55>

INTRODUCTION

Currently, the development of information technology in Indonesia is very sophisticated, starting from social media, print, and television. This causes a positive influence and a negative influence. A small example of the positive side is that accessing and disseminating information is easy, such as information about pornography, drugs, and even terrorism, that anyone can easily access anytime, anywhere, whether young or adult (2019). Susanto, the chairman of KPAI (Indonesian Child Protection Commission), stated that the digital world's influence is extraordinary because in several cases, children become victims of sexual violence. Perpetrators of sexual violence are inspired by pornographic content on social media (social media), the internet, gadgets, and so on (2019).

Throughout 2021, the Ministry of Women's Empowerment and Child Protection (PPPA) explained that around 6,547 cases of sexual violence occurred in children (2021). Sexual violence is also carried out online, where children are used as objects to satisfy sex offenders by exposing naked photos of children through chat activities or other online activities. As a society, of course, we must be aware that this case must be prevented from an early stage. Prevention efforts that can be done are introducing children to the importance of sex education.

Sex education proposed by Harianti (2013) is a conscious effort to provide teaching about sex issues to understand sex issues and the ins and outs of marriage to prepare for adulthood. Sex education can be given to children from an early age. Parents and teachers must know the ins and outs of sex education given to their children. Sex education is a preventive action (prevention) to keep children from sexual violence or prevent children from committing minor sexual violence to other children. When children are not introduced to sex education from an early age, they will find out what real sex is. The impact of children's curiosity about sex (2015) will be more dangerous because children can find out information about sex from various sources such as books, magazines, pornographic films, the internet, which ultimately makes children more confused and fall into things that are not in line with parents' expectations.

Various ways can introduce children to sex education, including singing, videos, games, or learning media. This is expected to keep children entertained and

enjoy the learning provided. Songs that can introduce sex education to children usually use songs such as "The Allowed Touch and Not Allowed Touch". The lyrics of this song were composed by Sri Sekya Situmorang (2019).

The introduction of sex education is also done through learning media. One of them is busy book learning media. *Busy book* is a book made of flannel with various attractive colors. According to Trish Kuffner (2015), *busy book* is a collection of activities that aim to reduce children's boredom while at home with various activities that can stimulate children's creativity and imagination. *Busy book* can also develop aspects of early childhood development (2018), stimulate children's curiosity, and encourage motor, mental and emotional skills.

According to Oktavianingsih (2018), many teachers still have low knowledge about sex education. Even teachers still do not have the confidence when delivering sex education materials. It makes teachers doubt when they will deliver sex education to their students. Based on observations made at several random schools, teachers introduced children to sex education in a simple way. Therefore, this study aimed at developing audio-based *busy book* learning media to introduce sex education to children.

LITERATURE REVIEWS

Early Childhood

Early childhood (AUD) is a child in the age range 0-6 or 0-8 years who are in a period of development and growth. At this age, children are in the golden age (2010), where the development and growth of children are at a rapid pace. The absorption of what children get or see reaches 80% of adults. Children are not small adults who are still innocent and do not understand anything. They are unique individuals who are not the same as adults. Children's characters are different from adults. It takes a right and optimal stimulus to develop various intelligence of children so that children become competent individuals in their fields.

At this age, children must get the right educational stimulus. It means that children get a stimulus in all aspects of their development. Child development includes language, cognitive, physical, motor, moral, intrapersonal, and

interpersonal. These aspects are honed since the child is still in the family and matured in school where this is done by the teacher.

Early childhood has a much different character from adults. The following are the characteristics that exist in early childhood as proposed by Bredecamp & Cople et al. in Masitoh (2014):

1. Egocentrism
2. Curiosity
3. Unique
4. Imaginative
5. Short concentration power

Sex Education

Hearing the word sex directly means conjugal relations, pregnancy out of wedlock, or sexual activity outside of marriage. However, the word sex (KBBI, 1992: 93) which comes from English, has the meaning of gender and everything related to sex, such as husband-wife relationships. Meanwhile, according to the BKKBN (2008: 10), sex means gender, a trait or characteristic that distinguishes men and women, while sexual means that which has to do with sex or that arises from sex.

Sex education (2001) is an effort to provide knowledge about the process of biological, psychological, and psychosocial changes as a result of human growth and development. Sex education has several goals to be achieved as stated by Rasyid (Online: 84-85):

1. Understanding reproductive organs, adult identification, sexual health, sexual deviation.
2. Dispelling common views about the taboo of sex education.
3. Providing sex education materials adjusted to the child's age who can place bait and boards.
4. Anticipating the bad effects of sexual deviation
5. Becoming a healthy generation.

Busy Book

Busy book is an interactive learning media made of cloth (especially flannel) formed into a book with bright colors, containing simple game activities that can stimulate children's fine motor skills such as attaching buttons, matching colors or shapes, and sewing. It is usually intended for children aged six months to pre-school (Mufliharsi, 2017: 5). *Busy book* media (Kuffner, 2015: Online) is a collection of activities that aim to reduce children's boredom while at home with various activities that can stimulate children's creativity and imagination. *Busy book* media made of flannel with various activities.

This *Busy book* contains simple activities such as puzzles, mazes, opening zippers, and others. This busy book is an effective medium for teaching simple vocabulary in an interesting way, including colors, animals, numbers, and shapes.

METHODS

The research used Research and Development (RnD) research methods in the field of education. Syaodih's Research and Development (RnD) (2016) research is a process or step in developing a new product or perfecting an existing and accountable product. The development used refers to the ADDIE theory. According to Branch in his book, the ADDIE development research model is more suitable for developing learning media, worksheets, or learning tools. The consideration is that this *busy book* media development research has only reached the feasibility test stage, not mass production – Maribet- (2009). The ADDIE development model has several systematic stages that must be passed, starting from (1) Analyze, (2) Design, (3) Development, (4) Implementation, to the final stage (5) Evaluation (2003).

The subjects of this study were students in the age range of 5-6 years at TK Muslimat NU Darunnajah Kamal, totaling seven children. This is due to the ongoing Covid-19 pandemic in Indonesia. Therefore, the subjects used were also limited. The targets of this research included material and language experts, learning media experts, and children.

The data collected were analyzed qualitatively and quantitatively. Qualitative analysis was obtained from expert advice on materials, learning media, and children's responses. Meanwhile, quantitative data analysis was carried out by

processing the questionnaire data using the following formula from Sa'dun Akbar (2013):

$$Va = \frac{T_{se}(\text{score obtained})}{T_{sh}(\text{maximum score})} \times 100\%$$

Description:

T_{se} : Score obtained

T_{sh} : Maximum Score

RESULTS AND DISCUSSION

Development of audio-based busy book media to introduce sex education using the maximum or ideal score per indicator is five and the minimum score is one. Then, the overall score obtained used the Likert scale.

Table 1. Likert Scale

Score	Level of Validation
Score 5 (90-100%)	very appropriate, very feasible, very valid
Score 4 (75-89%)	appropriate, feasible, valid
Score 3 (65-74%)	quite appropriate, quite feasible, quite valid
Score 2 (55-64%)	inappropriate, unfeasible, invalid
Score 1 (0-54%)	very inappropriate, very unfeasible, very invalid

Material expert validation obtained a percentage of 86.25%. From these results, the *busy book* learning media to introduce audio-based sex education for children was "appropriate" to be used. The validation of learning media experts obtained 86.25%, which was "Feasible" to use. The results of field trials of individual and small groups to students in Muslimat Nu Darunnajah Kamal Kindergarten obtained 96%. Thus, it can be concluded that *busy book* learning

media to introduce audio-based sex education to children was said to be "Very Appropriate".

As already explained, the development of audio-based busy book learning media to introduce sex education to children is necessary. The feasibility of the media has also been proven that the media is feasible to apply. The results of the validation of material experts obtained very feasible results. Media experts got feasible results. The results of individual field trials and small group trials, obtained very feasible results. The development of this media is necessary to prevent cases of sexual violence that are increasing during the pandemic starting from cases of sexual violence directly or online. Therefore, prevention must be done by educating children about sex education from an early age, so children are expected to be able to apply and protect themselves from sexual violence into adulthood.

At the field trial stage for children, it can be concluded that *busy book* learning media was very interesting for children, children did not get bored quickly, and children easily understood the material contained. However, in this development research, field trials were only carried out to small group field trials. Given the constraints of the ongoing pandemic, the researchers had to limit the number of research subjects. Therefore, in this development research, it was not tested on large groups.

The selection of material published in the busy book media is adjusted to the main points of sex education put forward by Jatmikowati, including instilling shame in children, instilling the spirit of masculinity in boys and femininity in girls, maintaining genital hygiene, and maintaining eyesight (2015). Based on this, the material taught in *busy book* learning media includes an introduction to the differences between men and women, how to wear clothes, body parts that should not be touched, toilet training, and avoiding bad people.

Each material has different activities, such as on the first page, the material on the differences between men and women. In this material, the activity is to match the names of body parts with the audio. Children will know that the bodies of men and women are different (2016). The difference lies in the genitals where men have a penis and women have a vagina. The genitals are also not allowed to use pseudonyms, such as birds or dick. The child must be given the correct name. If one

day they complain that their penis or vagina is touched by someone else, their parents will immediately understand.

The material on the second page is how to dress. The activity on this page is to dress dolls. This material also explains where children should wear the right clothes and not carelessly undress in front of other people or public places (2016). This is closely related to the cultivation of shame in children. The teacher will explain why children should not wear clothes in the open, so children have shame when dressing in the open.

The third material contains body parts that should not be touched. This material contains songs about the allowed touch and the unallowed touch. Then, the child will press the button on the part of the body that should not be touched and give a cross. This section teaches children to maintain a body that others should not touch, such as the chest, stomach, and genitals, whether done by friends, teachers, parents, or others. Children are also accustomed to expressing discomfort when others touch their bodies.

The fourth material is about toilet training, which contains prayers for going in and out of the bathroom, the right place to defecate, the correct steps to defecate, and keeping your eyes open. This is taught to get children used to keeping themselves clean. Whether at school or at home children can learn to defecate independently. Children's independence will also be stimulated little by little so children will understand how to take the proper steps to keep themselves clean (2019).

The last page contains material about avoiding bad people. There are cartoons of good people, bad people, and children's reactions on this page. So in this material, it will be explained to the children what bad people in sexual violence look like. The bad person in the case of sexual violence is the person who gives food, toys, or money, and the person asks for a reward by taking the child to a quiet place to do things the child does not want, such as undressing, forcibly kissing a child, touching a child's thighs, genitals, stomach, and chest roughly. Children can prevent this by protecting private body parts (chest, stomach, and genitals) when asked by other people, both friends, and adults (2017).

The five materials were very enthusiastically be listened to by children when playing busy books. Children learned sex education with fun media. Children understood the sex education materials taught faster. The teacher also coordinated with parents to apply the sex education materials that the teacher has delivered at school.

CONCLUSION

It is very important to develop audio-based busy book learning media to get to know sex education materials. This is a preventive measure to prevent children from cases of sexual violence and prevent children from committing minor sexual violence to their friends. The *busy book* media that was developed contains material on gender recognition, how to dress, body parts that should not be touched, toilet training, and avoiding bad people. The audio-based *busy book* learning media for children has increased children's interest and enthusiasm in learning to recognize sex education materials based on the results of field trials. Audio-based *busy book* learning media to introduce sex education is feasible to develop and apply based on expert validity and direct field trials.

Audio-based *busy book* media helps teachers facilitate the introduction of sex education to their students. *Busy book* media can also be developed with various materials according to the learning being taught.

ACKNOWLEDGEMENT

The researcher's greatest appreciation also goes to all participants in this research, supervision, and crucial contribution in improving the result of this research.

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