

VISUAL SCRAPBOOK: INTRODUCING SEX EDUCATION FOR PRESCHOOL CHILDREN

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ABSTRACT

This study aims to develop visual scrapbook media to introduce sex education and determine the feasibility of visual scrapbook media in introducing sex education for children aged 4-5 years. This research is included in the type of Research and Development (R&D) research using the ADDIE development model which consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation. The subjects in this study were material experts and media experts as well as children aged 4-5 years consisting of 22 children divided into small group trials of 6 children and large group trials of 16 children. Data collection techniques consist of interviews, questionnaires (validation of material experts and media experts and children's responses), observation and documentation. The results obtained based on the percentage of each of them are material experts of 85.7%, media experts of 95.5%, children's responses in small group trials of 89.6%, children's responses in large group trials of 92% and the results are included in the Very Feasible category. Based on the results of the study, it can be concluded that visual scrapbook media as an effort to introduce sex education in children aged 4-5 years is feasible to use as learning media so that the use of visual scrapbook media can make it easier for children to understand sex education material. Suggestions for further research are to develop other visual media that can be used to introduce sex education for early childhood.

Key Words : *Children, Scrapbook, Sex Education, Learning Media*

ABSTRACT

Penelitian ini bertujuan untuk mengembangkan media visual *scrapbook* untuk mengenalkan *sex education* serta mengetahui kelayakan media visual *scrapbook* dalam mengenalkan *sex education* bagi anak usia 4-5 tahun. Penelitian ini termasuk dalam jenis penelitian *Research and Development* (R&D) dengan menggunakan model pengembangan ADDIE yang terdiri dari lima tahapan yaitu *Analysis, Design, Development, Implementation* dan *Evaluation*. Subjek dalam penelitian ini adalah ahli materi dan ahli media serta anak usia 4-5 tahun yang terdiri dari 22 anak yang terbagi dalam uji coba kelompok kecil sebanyak 6 anak dan uji coba kelompok besar sebanyak 16 anak. Teknik pengumpulan data terdiri dari wawancara, angket (validasi ahli materi dan ahli media dan respon anak), observasi dan dokumentasi. Hasil yang diperoleh berdasarkan persentase masing-masing diantaranya yaitu ahli materi sebesar 85,7%, ahli media sebesar 95,5%, respon anak dalam uji coba kelompok kecil sebesar 89,6%, respon anak dalam uji coba kelompok besar sebesar 92% dan hasilnya termasuk dalam kategori Sangat Layak. Berdasarkan hasil penelitian dapat disimpulkan bahwa media visual *scrapbook* sebagai upaya pengenalan *sex education* pada anak usia 4-5 tahun layak digunakan sebagai media pembelajaran sehingga dengan penggunaan media visual *scrapbook* dapat memudahkan anak dalam memahami materi *sex education*. Saran untuk penelitian selanjutnya yaitu untuk dikembangkan media visual lainnya yang dapat digunakan untuk mengenalkan *sex education* untuk anak usia dini.

Kata Kunci: *Anak, Scrapbook, Sex Education, Media Pembelajaran*

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INTRODUCTION

Based on Law No. 20 of 2003 concerning the national education system, namely defining early childhood as children aged between 0-6 years. However, based on The National Association for The Education of Young Children (NAEYC), states that early childhood is in the age range of 0-8 years. Meanwhile, according to (Handayani, 2021) early childhood is an individual who is starting to adapt to their environment so that they need the right stimulation or learning process. Children are individuals who are very vulnerable to sexual violence, because children are always positioned as weak and helpless and still do not understand sexuality so that they are easily tempted by perpetrators of sexual violence. According to (Dyah Palupi, 2017) stated that the many cases of sexual violence against children are because children are still innocent and do not have the sexual knowledge to report what has happened to those around them. Therefore, it is important for parents or educators to teach sex education to children from an early age so that they can learn about sexuality so that they can avoid cases of sexual violence.

Sexual violence is rampant. This is evidenced by data on violence that is increasing every year, especially sexual violence and one of the victims is children. Based on information from the Ministry of Women's Empowerment and Child Protection (MoWECP), the number of cases of sexual violence that have occurred in the last four years has increased. This is evidenced by data on cases of sexual violence in 2020 as many as 8,210 victims, in 2021 as many as 10,327 victims, in 2022 as many as 11,682 victims and in 2023 it has increased to 11,684 victims. Based on these data, it can be concluded that there is still a lot of sexual violence in Indonesia and it happens not only in adolescence but most victims of sexual violence are children.

Sexual violence generally occurs in children and can be caused by a lack of understanding of sex education so that children do not know and do not understand the treatment of adults in touching areas that are not allowed. Children also do not understand how to deal with situations that are less or unsafe (Akbar & Muzdalifah, 2012). According to Hari (in Utami Zahirah, 2019) there are various factors that influence the occurrence of sexual violence, namely internal factors that include biological, moral, and psychological conditions, as well as external factors that include mass media, economy, and socio-culture of society.

Sexual violence has become rampant, and most of the victims are children. It is undeniable that the impacts given are very influential on children, both physically and psychologically. There are several efforts that must be made to prevent cases of sexual violence from developing further, one of the efforts that can be made to prevent sexual violence is by providing sex education .

Sex education is considered taboo by society. In fact, sex education is very important to learn, not only for teenagers or adults but sex education also needs to be taught to children from an early age. This is in line with the opinion of (Muslich, 2023) who said that sex education should start early because it has an important influence on aspects of child development such as having a healthy personality, self-confidence, increasing self-esteem and positive self-acceptance. Children show a very high curiosity by actively asking about various things they encounter, and finding out the various answers they want by exploring. In fact, early childhood children already have a sense of curiosity about themselves and begin to ask the differences between men and women. However, there are still many parents who do not realize the importance of providing sex education to children (Dyah Palupi, 2017).

Sex education is a knowledge that teaches about everything related to anatomy and biology. In fact, sex education is an effort to provide knowledge of the function of reproductive organs by instilling moral ethics (Akbar & Muzdalifah, 2012). Sex education teaches children to understand their body condition and the opposite sex, while maintaining and avoiding sexual violence. Based on the statement above, it can be concluded that sex education is not only about sexuality but when teaching it to early childhood children, it must be gradual according to their age. Introduction to children's sex education can be started by introducing the names of body parts, introducing body parts that are private areas, touch is allowed and not allowed, the differences between men and women, and the function of body parts.

Based on the results of observations made at the RA Mabdaus Sholah institution located in the Seddur Pamekasan area on September 18, 2023 in children aged 4-5 years in group A, it was found that learning about sex education was still ineffective because children still lacked understanding about sex education, including private areas, not yet able to distinguish which touches are allowed and not allowed so that there are children who do things like touching areas that should not be touched by

others. One factor is due to the lack of implementation from teachers to teach sex education because teachers are still confused about where to start introducing sex education to children. So it is taught only casually such as introducing male and female clothing, limbs and not yet at the stage of privacy limbs. The author also sees that there is still a lack of availability of learning media that can support the learning process to introduce sex education for children so that a learning media is needed that can attract children's learning attention.

This statement was supported by the group A teacher who stated that in addition to the way the teacher's delivery was lacking regarding sex education in children, the media used was still minimal to help introduce sex education to be more easily understood by children. As well as still using the Learner Worksheet and the introduction of touch may and may not use songs. The method is still considered ineffective because children easily feel bored so that they cannot focus on learning and do not pay attention to the teacher's delivery. Therefore, the institution really needs a creative and innovative media and contains material about sex education so that the delivery of information related to the material is easily absorbed by children so that the learning of sex education will minimize cases of sexual violence.

Introducing sex education to children certainly requires media or teaching aids so that children can easily understand and comprehend sex education. The media that can be used to introduce sex education is visual scrapbook media . The use of interesting media will foster a sense of interest and interest in learning children to learn about sex education. According to (Kurniasih, 2022) scrapbook media is an art that is done by sticking photos or pictures on paper media and then decorating them into creative works and containing important notes related to the pictures.

The scrapbook that will be developed by the researcher will be packaged in the form of a book that will be decorated with interesting pictures with distinctive characteristics using Madurese characters, namely Sakera and Marlina and equipped with important notes according to the subject matter of the material available in the media. The material that will be discussed in the scrapbook media is about sex education which consists of introducing body parts, touching is allowed and not allowed, introducing private areas, gender differences, expressing emotions and how

to avoid sexual violence. In addition, it is also equipped with quizzes or worksheets that can be done by children.

Based on previous research conducted by (Azizah, 2020) it shows that scrapbook media is valid and practical so that it is suitable for use as a learning medium for science learning materials in elementary schools. Another study conducted by (Kurniasih, 2022) shows that developing scrapbook media is very influential in the learning process, so that students are more interested in participating in learning using scrapbook media. Therefore, researchers are interested in developing scrapbook media in introducing sex education to children.

Based on the problems above, this study aims to determine the process of developing visual scrapbook media and to determine the feasibility of visual scrapbook media in efforts to introduce sex education to children aged 4-5 years.

METHOD

In this study, researchers used the ADDIE model to produce visual scrapbook media designed in accordance with its stages. This development research is carried out in accordance with the steps involved in using the ADDIE model. The material to be conveyed or applied to this media is about the introduction of sex education in children aged 4-5 years.

This research method uses the ADDIE model. According to (Tegeh, 2014) the ADDIE model stands for Analysis, Design, Development, Implementation and Evaluation. The ADDIE model was developed by Reiser & Mollenda in 1990. The ADDIE model is a general and structured model, so it is suitable if used in development research.

The research was conducted at RA Mabdaus Sholah with the research subjects being children aged 4-5 years. In the development of visual scrapbook media as an effort to introduce sex education to children aged 4-5 years, product validation was carried out by involving experts or specialists, namely material experts and media experts. Data collection in this study was carried out by small group trials and large group trials using child response questionnaires. Data collection techniques used in this study were observation, interviews, questionnaires and documentation. Observations were carried out during the pre-research to observe activities directly so

that the information needed in the study was obtained. Interviews were conducted to find out the problems in the institution. The questionnaire was used by providing a *checklist* (✓) and providing criticism and suggestions related to the shortcomings of the media as a reference in improving or revising the product. Documentation was used to obtain important notes or documents. Documentation was taken in the form of pictures during the research to complete the required data.

The data analysis technique used in this study is using qualitative and quantitative data analysis techniques. Qualitative data is obtained from the analysis of responses, criticisms and suggestions given by respondents during the product assessment contained in the questionnaire as material for improving the visual media scrapbook product in an effort to introduce sex education to children. While quantitative data is generated from the validation assessment questionnaire of material experts, media experts and children's response questionnaires. The three questionnaires will then be analyzed and produce quantitative data. The analysis to test the feasibility and calculate the percentage of product feasibility from the results of the validation of material and media experts and children's responses uses a Likert scale according to Akbar (2017) in Lestari (2021) using the following formula:

$$Va = \frac{Tse}{Tsh} \times 100\%$$

Information:

Va : percentage of validation scores/student grades

Tse : the number of scores obtained

Tsh : maximum score

The results of the percentage obtained will be changed in the form of an assessment statement in order to determine the qualification of the feasibility of the product or media developed. The criteria for the feasibility of learning media and the criteria for children's responses to the questionnaire are as follows:

Table 1 Criteria for the Eligibility of Learning Media

No.	Criteria	Qualification	Information
1.	Score 5 (81% - 100%)	Very good	Very decent, no need to revise
2.	Score 4 (61% - 80%)	Good	Decent, no need to revise

3.	Score 3 (41% - 60%)	Pretty good	Fairly decent, needs revision
4.	Score 2 (21% - 40%)	Not good	Not suitable, needs to be revised
5.	Score 1 (0% - 20%)	Very bad	Totally inadequate, needs to be revised

Source: Tegeh (2014)

Table 2 Child Response Criteria

No.	Criteria	Qualification	Information
1.	Score 5 (81% - 100%)	Very good	Very decent, no need to revise
2.	Score 4 (61% - 80%)	Good	Decent, no need to revise
3.	Score 3 (41% - 60%)	Pretty good	Fairly decent, needs revision
4.	Score 2 (21% - 40%)	Not good	Not suitable, needs to be revised
5.	Score 1 (0% - 20%)	Very bad	Totally inadequate, needs to be revised

Source: Tegeh (2014)

RESULTS AND DISCUSSION

The product produced in this study is a visual scrapbook media in the form of learning media that can be used to introduce sex education to children aged 4-5 years. The product is packaged in the form of a book containing materials and interactive games that can be played by children. This study uses the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation and Evaluation. The following is a discussion of the stages above, namely:

The analysis stage is the initial stage in the R&D research process. At this stage, researchers conduct preliminary studies to obtain information in the field. Researchers conduct initial identification in the form of interviews and initial observations. This is done to obtain information related to learning in the institution. The analysis carried out includes problem analysis, child characteristic analysis and needs analysis.

Problem analysis was conducted to identify and classify the problems faced in the institution related to learning media and learning carried out, especially in the introduction of sex education. After conducting a problem analysis, it can be seen that

in RA Mabdaus Sholah, children's sex education knowledge is still minimal because teachers do not implement sex education. One of the factors is the lack of special learning media that teachers use in sex education learning. Therefore, after conducting interviews with the principal and teachers, it was stated that special media is needed that can help teachers teach sex education to children, such as media that can be seen visually consisting of several images so that children can see concretely and learning will be more interesting and not monotonous if using creative and interactive media.

In the analysis of child characteristics, it is done to determine the abilities and skills of children according to their age development, namely at the age of 4-5 years so that it can be used to design media that suits the needs of children. Needs analysis is done to determine the learning media needed by students in improving the quality of learning, especially in sex education. Thus, researchers develop visual scrapbook media which are considered to be a solution for teachers and students when learning about sex education. Visual scrapbook media will be packaged in the form of a book entitled "Let's Take Care and Love Our Bodies" consisting of pictures, important notes as an explanation of the main discussion, songs that can be accessed via QR Code and equipped with interactive games so that the information conveyed on the media will be more interesting and encourage children to be active in the learning process.

After analyzing the problem, characteristics and needs, the next stage is the design stage, namely designing the visual media design of the scrapbook that will be made. At this stage, a framework is created before developing the product. The steps in making visual media scrapbooks are: 1)Determining sex education material for children aged 4-5 years that will be presented in the media, 2)Creating a storyboard used for planning media design or design, 3)Determining the tools and materials used for media design such as duplex paper, manila paper, scissors, glue, round velcro, pictures and so on, 4)Creating characters or illustrations presented in the media with illustrator, 5)Determining the color, font type, background, and elements needed in making the scrapbook media design, 6)Making a scrapbook design using Canva according to the specified material, 7)The scrapbook will be designed in A4 size or 21 x 30 cm.

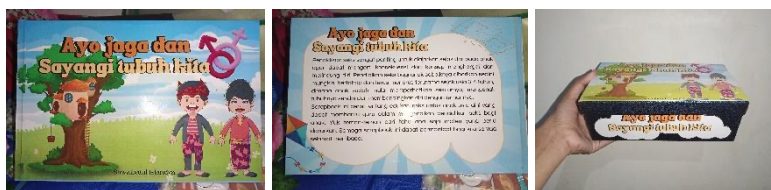
Table 3 Draft Design of Visual Media *Scrapbook*

Page	<i>Scrapbook</i> Contents
First sheet	Cover
Page 1	Foreword
Page 2	List of contents
Page 3	How to use
Page 4-6	Gender Differences Material
Page 7-9	Body Parts Material
Page 10-12	Touching Material Dos and Don'ts
Page 13-15	Material on How to Express Emotions According to Conditions
Page 16	Material on How to Avoid Sexual Violence
Page 17	Games
Page 18	Match and Paste the Appropriate Images
Page 19	Match the Picture to the Text
Page 20	Put a mark (√) on the part where touching is permitted and a mark (X) on the part where touching is not allowed
Page 21	Inviting Children to Express Emotions According to the Picture and Attaching Emojis According to the Color
Page 22	Playing Emotional Dice
Page 23	Play Puzzle
Page 24	Matching Vocabulary to the Picture
Page 25	My Song I Take Care of Myself
Page 26	Author Identity
The Last Sheet	Back Cover

After the design stage is complete, the next stage is the development stage. At this development stage, it is done by printing the results of the visual media scrapbook design using the type and size of paper that has been determined at the design stage. Then after being printed, it will be packaged in the form of a book and bound using a hardcover. The following are the results of the development of visual media scrapbooks which are presented as follows:

Visual Media Results Scrapbook





The product results in the form of visual media scrapbooks that have been made to introduce sex education to children, will then be validated by material experts and media experts. Validation is carried out to obtain an assessment so that the feasibility and shortcomings of the product developed as a product improvement can be determined before being tested.

Table 4 Results of Material Expert Validation Scores

No	Rated aspect	Statement item number	Score
1	Suitability of materials	1, 2, 3	13
2	Material breakdown	4	4
3	Truth of the material	5, 6, 7, 8, 9	23
4	Breadth of material	10	4
5	Language aspects	11, 12, 13, 14	16
Total score			60

The results of the material expert questionnaire can be seen that the percentage obtained from the material expert validation questionnaire is calculated based on the score of each answer from the material expert. There are 14 statements in the questionnaire that have been provided with 5 assessment scales so that the maximum score is 70 (14 statements x 5) so the result is 85.7% with the following calculation:

$$\begin{aligned}
 Va &= \frac{Tse}{Tsh} \times 100\% \\
 &= \frac{60}{70} \times 100 \\
 &= 85.7\%
 \end{aligned}$$

Based on the percentage results obtained from the material expert validation questionnaire of 85.7%. From the results of these calculations, it can be concluded that the visual media scrapbook according to the material expert gets the predicate "Very Good" with the description "Very suitable for use".

Table 5 Media Expert Validation Score Results

No	Rated aspect	Statement item number	Score
1	Text display	1, 2, 3, 4, 5	25
2	Image display	6, 7, 8, 9	18
3	Color display	10, 11	10
4	Materials used	12, 13	10
5	Use of media	14, 15, 16, 17, 18	23
Total score			86

The results of the media expert questionnaire can be seen that the percentage obtained from the media expert validation questionnaire is calculated based on the score of each answer from the media expert. There are 18 statements in the questionnaire that have been provided with 5 assessment scales so that the maximum score is 90 (18 statements x 5) then the result is 95.5% with the following calculation:

$$\begin{aligned}
 Va &= \frac{Tse}{Tsh} \times 100\% \\
 &= \frac{86}{90} \times 100 \\
 &= 95.5\%
 \end{aligned}$$

Based on the percentage results obtained from the media expert validation questionnaire of 95.5%. From the results of these calculations, it can be concluded that the visual media scrapbook according to media experts gets the predicate "Very Good" with the description "Very worthy to use".

After conducting validation by material experts and media experts, the next stage is the implementation stage. At this stage, small group trials and large group trials will be conducted on group A at RA Mabdaus Sholah. The small group trial was conducted on 6 children and the large group trial was conducted on 16 children.

Table 6 Small Group Trial Results

No	Rated aspect	Statement item number	Score
1	Understanding the material	1, 2, 3	70
2	Convenience	4, 5, 6	85
3	Attraction	7, 8, 9, 10, 11	141
Total score			296

This analysis was obtained from the child response questionnaire in a small group trial involving 6 children at RA Mabdaus Sholah. There were 11 statements in the questionnaire that had been given with 5 assessment scales, so that the maximum

score was 330. The results of the child response questionnaire obtained a score of 296. So the calculation is as follows:

$$\begin{aligned} Va &= \frac{Tse}{Tsh} \times 100\% \\ &= \frac{296}{330} \times 100 \\ &= 89.6\% \end{aligned}$$

Based on the percentage results obtained, it can be seen that the results of student responses to the media developed in small group trials obtained a percentage of 89.6%. From the results of these calculations, it can be concluded that the visual scrapbook media gets the qualification "Very Good" with the description "Very suitable for use" and can be continued to the next stage.

Table 7 Large Group Trial Results

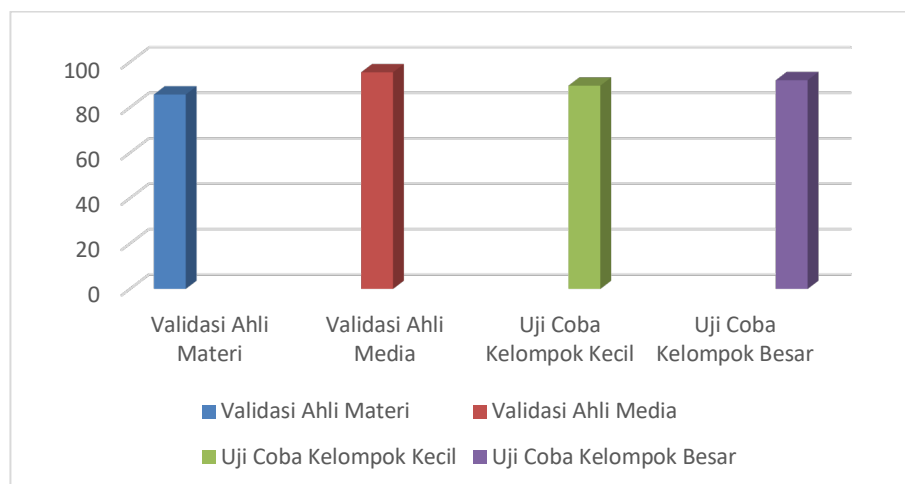
No	Rated aspect	Statement item number	Score
1	Understanding the material	1, 2, 3	195
2	Convenience	4, 5, 6	226
3	Attraction	7, 8, 9, 10, 11	389
Total score			810

This analysis was obtained from the children's response questionnaire in a large group trial involving 16 children at RA Mabdaus Sholah. There were 11 statements in the questionnaire that had been given with 5 assessment scales, so that the maximum score was 880. The results of the children's response questionnaire obtained a score of 810. So the calculation is as follows:

$$\begin{aligned} Va &= \frac{Tse}{Tsh} \times 100\% \\ &= \frac{810}{880} \times 100 \\ &= 92\% \end{aligned}$$

Based on the percentage results obtained, it can be seen that the results of student responses to the media developed in large group trials obtained a percentage of 92%. From the results of these calculations, it can be concluded that the visual media scrapbook gets the qualification "Very Good" with the description "Very suitable for use" as a medium in the learning process, especially in sex education materials.

Overall Results of Validation and Trial of Visual Media Scrapbook Products



The evaluation stage is the last stage in this development research. The evaluation results are obtained from the revision of the product developed based on criticism and suggestions given by learning material experts, learning media experts and field trial results. This is done so that the product developed becomes better and worthy of use in learning.

Final Product Review

Visual scrapbook media is a visual media that presents pictures and photos (Kartina, 2021). Visual scrapbook media is packaged in the form of a book that not only contains pictures and photos but also important notes that can help to better understand the discussion contained in the scrapbook media. Scrapbook media is a visual media, therefore it can help children to understand material from abstract to concrete. According to Arsyad (in Mumtahanah, 2014) visual media has an important role in learning because it can facilitate understanding and strengthen memory so as to foster student interest and provide a relationship between the content of the material and the real world. By using interesting media, it will be able to arouse children's learning motivation so that by using visual scrapbook media. The validation stage of material experts was carried out and obtained a score for each answer, namely 60 with a percentage result of 85.7% and was included in the category of being suitable for use. The validation stage of learning media experts was carried out and obtained a score for each answer, namely 90 with a percentage result of 95.5% and was included in the

category of being very suitable for use. Based on the validation results from the two validators, namely material experts and learning media experts, the visual scrapbook media as an effort to introduce sex education to children aged 4-5 years was declared suitable for use. This is in line with research from (Veronica et al., 2018) which states that scrapbook media is suitable for use in learning because it has an attractive appearance so that children enjoy participating in learning. Furthermore, after validating and revising the product, it was continued with a product trial, namely a small group trial with 6 children as subjects and a large group trial with 16 children as subjects at RA Mabdaus Sholah. The results of the small group trial obtained a score of 296 with a percentage of 89.6% and were categorized as suitable for use. The results of the large group trial obtained a score of 810 with a percentage of 92% and were categorized as suitable for use. The use of this media is certainly a tool in the learning process so that it can arouse children's learning motivation so that learning is not monotonous. This is in line with the statement according to Uno H. B (in Yuliani, 2017) that based on student responses from the questionnaire, it can be concluded that children's learning motivation will be low when the learning process only uses monotonous methods that are not interesting, causing children to have no interest and motivation to learn. Therefore, the use of media is one of the factors in raising children's learning motivation. Based on the analysis of the validation results and user responses, it can be concluded that the visual scrapbook media is a "suitable" media to be used in providing an understanding of sex education to children aged 4-5 years according to the materials contained in the media.

CONCLUSION

Visual media scrapbook as an effort to introduce sex education for children aged 4-5 years was developed using the ADDIE model which consists of several stages, namely Analysis, Design, Development, Implementation and Evaluation. The media developed, namely visual media scrapbook, is packaged in the form of a book consisting of several pictures decorated as attractively as possible and there are important notes to describe the material or content according to the pictures in the scrapbook. The scrapbook is designed with the theme of Madura characters, namely Sakera and Marlana, which contain material about sex education. Then the media

developed was validated by validators, namely material experts and learning media experts to determine the feasibility of the product. The validation of the material expert received the predicate "Very Good" with the statement "Very feasible" because the percentage achievement level obtained was 85.7%. While the media expert received the predicate "Very Good" with the statement "Very feasible" because the percentage achievement level obtained was 95.5%. Based on the validation results from the two validators, the visual media scrapbook product is feasible to be tested on students. This is indicated by the results of the small group trial getting the predicate "Very Good" with the description "Very worthy" because the percentage achievement level obtained was 89.6%. While the large group trial got the predicate "Very Good" with the description "Very worthy" because the percentage achievement level obtained was 92%. So, it can be concluded that this scrapbook visual media is practical and worthy to be used in the learning process, especially in sex education.

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