

Development of Sex Education Module in Early Years

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Abstract— The aim of this research is to develop the sex education module for early years which suitable for teachers in schools. Researchers used a development study and ADDIE model as the method of this research; it consists of five steps, which were (1) analyzing, (2) designing, (3) developing, (4) implementing, and (5) evaluating. The content from this module is still being assessed by media experts and psychologists, therefore this research is still on its way to developing the module. The conclusion from the experts of this study at the moment about the appearance of the module is 80%, meaning that the quality of this module is excellent. Whereas, the theory of cognitive development needs to be added within the content as to make teachers understand the process of information acquisition for early years.

Keywords— *early years; module; sex education*

I. INTRODUCTION

Based on the LPSK data during the period from January to June 2015 37 reports were recorded relating to criminal acts toward children. From that number, 24 were reports on sexual violence toward children. Out of the 24 cases, there were 11 reports related to sexual intercourse, 9 related to pornographic act, 2 related to rape and 2 related to sexual harassment. While for 13 other cases, there were 10 reports of cruel treatment of children and murder, 1 related to pornographic act and child trafficking and 1 report of the taking away of the freedom of an underage child. (cnnindonesia.com: 2015).

In the news released by tribunbali.com from 2013 to 2014, Unit Pelayanan Perempuan dan Anak (PPA) (a unit for serving women and children) of Denpasar City Resort Police recorded an drastically increase of sexual violence up to 100 percent. During 2013, the number of cases of sexual violence handled by Denpasar City Resort Police was 13 cases, and during 2014 it increased to 25 cases. The similar case record is found in Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak (P2TP2A) (Center for Empowerment of Women and Children) in Denpasar which also shows a trend of increase. P2TP2A recorded that since 2012 up to 2015, the sexual violence toward children and women cases handled kept on increasing. There were 7 cases in 2012, 9 cases in

2013 and 13 cases in 2014. There was an increase in cases by almost 45 percent from 2013 to 2014. From 2015 up to September 2015 there had been 16 sexual violence toward children and women.

The description of the data is obviously very threatening for the future of this nation. A question raised is why this can happen. Ideally, children grow and develop in a safe environment, living in a family which is loving and protecting. However, the fact is the actors of the violence toward children are people with a very close relation with the children's environment. In Article 2 Numbers (3) and (4) Act Number 4 of 1979 on Child's Welfare, it is stipulated that "Children have the right for care and protection both during in hid to her mother's womb and after birth. Children have the right for protections from a living environment that may be dangerous or obstructing to a natural growth and development". The statement in this article indicates that to give welfare to children is a responsibility of the parents, while school principals and teachers are the spearheads of the responsibility for the children's welfare at school.

Sexual harassment toward children is indeed very likely. Children are weak creature, vulnerable, having no knowledge (sexual) so that they are an easy target of sexual violence. Sexual violence toward children according to ECPAT (End Child Prostitution In Asia Tourism) International is a relation or interaction between a child and an older person or a child who is capable of better reasoning or an adult such as a stranger, a whole sibling or a parent in which the child is used as an object to satisfy the actor's sexual desire. This act is done by using a force, a threat, a bribery, a deception, or a pressure. One of the causes, according to Fuadi, is the fact that the parents are busy and do not care about the child's environment[1]. While Sirait states that sexual violence at school ranks second after violence in the home[2]. The actors of sexual violence at school are not only teachers, but also others such as the child's friend or the school keeper. This condition shows that home and school which should become the safest places become the places where this occurs. Thus, there have not yet been maximal places of protection for children.

Hadisumarto sates that around 50% of sexual deviations that occur in the adult ages is caused by the fact that since early in life they have never got sex education[3]. According to Davies, 57% of the children who got sex education at early years will have happy marriages. By looking at the phenomena above, it is known that to give sex education to children of early year's needs cooperation and engagements of various parties, such as parents, teachers, and other adults related to children of early years.

From the results of previous research in 2015 it was obtained that the perception of the kindergarten teachers especially in Buleleng District, Buleleng Regency, Bali Province is negative. It means that most of the teachers of kindergarten in Buleleng have not yet fully understood sex education. To overcome the wrong perception, then materials about sex education for children of early years was written in the form of a module.

A module is one of teaching materials in a printed form which is used by the students as an aid for individual learning and is used by a teacher to give materials to the students in a good sequence. The module in this study is a teaching material in the form of a printed matter that is used by teachers of children of early years as a guide in teaching sex education for children of early years. Referring to Buku Pedoman Umum Pemilihan dan Pemanfaatan Bahan Ajar, it is stated that a module is a book written with the aim of enabling the students to learn individually without any direction or guidance from a teacher. Prastowo mentions that a module is one of the forms of teaching materials with four main functions: (1) individual learning material, (2) teacher's substitute, (3) instrument of evaluation, (5) reference[4]. Hence, by writing a module for sex education, it is hoped that the teachers can obtain information and understand sex education for children of early years by learning it by themselves

II. METHOD

This study used the development research method. Setyosari and Widijoto state that a development research develops a design, strategy, approach or a model[5]. Tegeh explains the concept of a development research as follows. A development research is an effort to develop and produce a product in the form of material, instrument, and or strategy of teaching. In a development research there are many versions of research model. One of the models that is suitable for the aim of the development research is the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The study started in 2016 and is still in progress in the third stage or the development stage.

The analysis of the data was done by using qualitative and quantitative approaches. The data were in the form of suggestions and critiques from experts which were analyzed qualitatively, while the data about the evaluation of the feasibility of the module was done using descriptive-quantitative approaches. In the questionnaire, every indicator has a range of scores from 1 to 5, starting from very bad to very good. The ideal maximum score for the questionnaire for instructional media experts is 65. Based on the evaluation of

the instructional media (module) experts, the total score obtained was 52. The percentage of the score given by the instructional media (module) expert can be computed as follows.

$$\sum (\text{Answers} \times \text{weight of each option})$$

$$\text{Percentage} = \frac{\sum (\text{Answers} \times \text{weight of each option})}{N \times \text{the highest weight}} \times 100\%$$

$$N \times \text{the highest weight}$$

Notes:

$$\sum = \text{Total number}$$

$$n = \text{Number all questionnaire items.}$$

III. RESULT AND DISCUSS

From the three stages of research that have been done have been produced the feasibility of the product, in this case, Sex education Module for Children of Early years. It can be described as follows.

A. The Feasibility Of Product According To The Instructional Media (Module) Expert

Based on the calculation of the results of evaluation done by the instructional media (module) expert it was found out that the presentage of evaluation obtained was 80% the presentage shows that the intructioanl media (module) falls into good qualification so that the media was revised as necessary. The qualification was obtained by converting the scores given by the intructional media (module) expert into a conversion table with 5 scales of achievement level.

B. The Feasibility of Products According To The Content Expert(Pshicologys)

Inputs given openly explain about the importance of incorporating theories about cognitive development of children of early years so that teachers can easily write strategies in presenting sex education materials, in addition, by understanding the cognitive development, teachers can determine appropriate media in presenting sex education materials. The module needs also describe facts about sexual violence cases to the children of early years in order the writing of material become solid, in addition, there is a need to describe in detail why children of early years can be made the target of sexual violence so that it can be used as the basis in developing materials and strategies for sex education. The identification of sexes in children should be based on the existing reality, avoid the use, for example of statement like usually a woman has long hair. Then the material in the module has to be completed with sources and conclusions.

Based on the results that are related to the evaluation done by media expert and material expert, the following is the discussion of the results in detail. The development of the sex education module for children of early years was done through some stages. The stages are needed in order to have a good quality module. Some stages that need to be done are preparation, writing, validation, and improvement. By using

ADDIE development model the followings stages that were used can be described as follows.

A. Analysis stage (analyze) as preparation stage

This stage involves parents, education expert, medical expert, psychologist, and anthropologist as references in writing sex education materials for children of early years. The collection of data was done through interviews, and the results of interviews were analyzed. The results are as follows :

1. The result of the interview with parents is the analysis that the parents have not yet understood the basic need of the children of early years, which consist of education, care and protection. However, they know that laws regulate rights that the children should have. Knowledge about sex education for parents is limited to the knowledge about reproductive organ only. They also regard the importance of sex education for children of early years, and think that parents are responsible for giving sex education, but they do not understand how to teach it. They agree that if teachers could introduce and implement sex education for children at school.
2. The result of the interview with a physician is the data that the material which can be learned by the teachers for sex education for children of early years are the introduction of body parts and functions, the protection of the body such as the way how to dress and knowlegde about sensitive areas that should not be touched by other people. In Indonesia through BKKBN (Boad for Population and national family planning) the government determines some sexuality themes that are targetted in education such as the introduction of the identity and sex of one self, the relation between males and females, the reproductive organs and their functions, how to maintain health, how to avoid oneself from sexual violence. The themes were then explained according to the children ability in understanding the materials at a certain educational level. The result of the interview is parallel to the result of the interview with the psychologist.
3. The result of the interview with the psychologist is the data that children are easy to become the victims of sexual crime because of their ignorance. They have not been able to analyze whether a persuasion by an adult will have a bad or good effect. Children can be easily enticed and physically weak in defending themselves from adults. The environment has a great influence in children sex education. The effort to prevent sexual crime toward children at school can be done by giving knowledge to children in protecting their sensitive zones. Schools have to pay attention to children's safety and give the opportunity to teachers to take up trainings on sex education. The explanation about touching has to be considered carefully and can be given through various media, communicated by using a language which is easy for the children to understand, and is given an explanation about the care of the body and its safety. This is in line with the statement that sex education for children is related to various matters related to human sexuality. The

topics or themes that are presented in sex education, especially for children of early years, should be adjusted with the characteristics of the ability of children in that period.

4. In addition to the characteristics of development, the uniqueness of sex education materials is also influenced by culture background. As we know the aim of sex education is not only to give understanding related to physical maturity, but also to make children aware of their rights and obligations (sexual gender contexts) in interactions with their social environment. The result of interview with a sociologist is the data that Balinese community has a culture in educating children that is through mapelalian (playing) masatua (telling stories) and megending (singing), so that in the presentation of materials related to sex education, the three techniques will be used. Then, the writing of the contents of the materials has to consider the environment where the children live.

B. Designing Stage and Development as the Writing Stage

This second stage is known with the term of making a design (blue print) . At this stage a description about the design of the module for sex education for early years was described. The design intended consisted of the determination of the module form, the design of sexual material description, examples of material application that are written in the examples of presenting sex education materials. The bases of consideration in designing sex education module for children of early years are learner characteristics, culture values that are applicable in the society, the competences of the teachers in teaching children of early years, and the scope of sexual materials that is appropriae for children of early years .

The third is development activity that is, in principle, the activity of translating the specification of the design into the physical form, so that this activity produces the prototype of the development product. All the things that have been done at the design stage, namely the selection of module format, the selection of materials, and the strategy of presenting materials and evaluation/assessment was described in detail at the development stage.

In developing the module format, the sex education module for children of early years was presented according to the learner characteristics, in this case, teachers of education for children of early years. The format of the module consists of the attractiveness of the cover format and the contents that are presented in attractive colours accompenied by pictures, using sentences that are to understand, the appropriateness of the sentence structure and the use of terms.

In developing sexual education materials, the materials developed were based on the results of interviews with teachers, parents, and inputs from experts. The materials developed in the module are (a) materials about the need of the children of early years in relation to the rights that the children have; (b) cognitive development materials; (c) materials about sex education and its definition for children of early years; (d) materials about the themes of sex education lesson for children of early years and the strategies for applying them. This is in line with the statement made by

Hamdani who state that a module contains materials based on topics that are unified[6].

Sex education materials developed, in addition to being described narratively, are also presented using pictures, diagrams and tables to support them. To bridge the gap in understanding and to stimulate the teacher's knowledge. As stated previously, a module is an instructional media. Thus according to Sadiman, media is everything that can be used to channel message from the sender to the receiver so that it can stimulate thinking, feeling, attention, and interest as well as attention of the student in such away that the learning process can occur . Thus, a module which is an instructional media has to be presented in the format and contents that stimulate the learners' attention and thoughts.

In developing the evaluation, by considering the learner (teacher), the presentation of the evaluation is not made like a test in the formal education. The form of evaluation used is more like questions that measure the teacher's skill in implementing sex education teaching at school.

Thus after following the three stages, the prototype of sex education module was produced. The sex education module prototype that meets the stages of developing a good module can then be tried out in the field both at a small and big scale to see the effectiveness of the module for teaching children of early years.

IV. CONCLUSION

The development of sex education module for children of early years was produced after following an appropriate procedure. This can be seen from the result of present age of the feasibility test from media expert and material expert (80%), it means the module falls into good qualification, seen from the elements of the attractiveness of the format, materials development, materials presentation strategies and module evaluation form.

The materials for sex education module for children of early years that have been developed and tested through expert judgment process are (a) Materials about the needs of children of early years that are related to the rights that they have, (b) Cognitive development materials, (c) Materials about sex education and its definition for children of early years and (d) Materials about the themes in sex education instruction for children of early years and the strategies of their implementation.

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