

Development of Early Childhood Sexuality Education Integration Model into Integrated Thematic Learning

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Abstract: The teachers have difficulty in delivering sexuality education material because there is no material that is suitable for the needs of early childhood. Research and development (R&D) methods are used in this research to produce textbooks (BTP) which are named "Dik Sani". The results were obtained: 1) The exploration stage: a) The teacher's understanding of the concept of sexuality education was still limited to the introduction of the sexes and body parts that could be touched and could not be touched; b) The efforts that have been made by teachers in teaching sexuality education to early childhood one of them through textbooks Cempaka and Si Andin; 2) The development stage of the model consists of: a) Preparation of the model; b) Test the validity of the model by material experts, media experts, and education practitioners; c) Revision of model I; 3) The model testing stage: The results of the model effectiveness test with the instrument show that the model developed is effective. This is evidenced by an increase in student learning outcomes scores from pretest to posttest by 17.9% in limited trials, while in wider trials by 21.8%; 4) The dissemination stage is carried out through a socialization seminar by inviting all kindergarten institutions throughout the Piyungan District.

Keywords: Sexuality education, early childhood, integrated thematic learning

I. INTRODUCTION

The process of human development as a whole has begun since the embryo of the fetus in the mother's womb and entering an early age or golden age, ie the age of 0 to 6 years. This period is a sensitive period for children, so experts call it the golden age, because the development of intelligence has increased very significantly. Early childhood is a golden opportunity for children to learn. Therefore, this opportunity should be used as well as possible for children's learning, because the curiosity of early childhood is at the top. There is no age afterward that stores a child's curiosity beyond an early age [1].

High curiosity is shown by children actively asking questions about various things they have met, and finding out the various answers they want by exploring. One of the high curiosity in early childhood is related to sexuality [2]. Although children's interest in sexuality exists at all ages, this interest is greater after children enter school–playgroup, kindergarten, or first grade–because relationships with peers increase frequently and closely. So that it can be said that, there is no other period in life that is so colored by interest in sexuality like the end of childhood that overlaps with puberty [3].

At this time, children should get sexuality education along with their high curiosity about matters relating to their bodies. However, many people consider that sexuality education is not appropriate to be given to young children, because it is considered taboo and is not suitable for consumption by their age level [4]. Most parents still think that talking about sexuality with children means talking about sexual relations between men and women (limited to sex). This assumption makes sexuality a taboo topic that is often avoided because it brings feelings of anxiety and shame. In this area sexuality is a negative term and prohibited goods which must be kept away from children [5].

Islam sees sexuality as not really a taboo problem. This is as stated by Yusuf al-Qardhawi that, there is no Muslim cleric who forbids talk about sexuality as long as it is in the framework of science and learning. Based on Yusuf al-Qardhawi's statement, it is clear that what is meant by taboo in discussing sexuality has no basis at all [6].

Sexuality education is essentially not only studying aspects of sexuality from the biological or social side, but also involves psychological, cultural, moral, ethical, and legal aspects. Sexuality education is not only aimed at providing information about sexuality but also fostering attitudes, positive behavior, and critical reflection on individual experiences. Sexuality education not only prevents the negative effects of sexual behavior at an early age, but also emphasizes the need for correct and broad information about sexual behavior, and seeks to understand human sexuality as an important part of a holistic personality. In addition, sexuality education can prevent unhealthy, premature sexuality, unsafe sexual relations, sexual harassment, and sexual violence [7].

In general, the background of this research is the empirical fact of the increasing number of child sexual violence in 2018 of 4,884, up around 6.3% compared to 2017 of 4,579. The increase in the number indicates an increase in cases of child sexual violence [8]. The high cases of sexual violence in children shows the importance of teaching sexuality education at an early age, at least introducing about two kinds of touches, namely good touch and bad touch [9].

In addition, at the education level, teachers have problems related to the implementation of sexuality education. The absence of material that suits the needs of early childhood makes teachers feel difficult in delivering sexuality education materials, because if not careful, it is feared that it will lead to pornography or lead to wrong understanding. Considering the phenomena that occur in the field, the authors argue that it is necessary to develop an early childhood sexuality education model that is integrated into integrated thematic learning. This needs to be done to facilitate teachers in delivering sexuality education materials and as an effort to prevent child sexual violence.

II. RESEARCH METHOD

This type of research is in the form of development research (R&D), the research method used to produce certain products, and test the effectiveness of these products [10]. The product to be developed in this study is a textbook (BTP).

This study uses the Borg and Gall development model which has been simplified by Sri Sumarni into four main stages, as follows: a) The exploration stage consists of two activities, namely: (1) conducting a survey of teachers' understanding of the concept of sexuality education, and (2) analyzing the existing models of sexuality education that have been taught by teachers; b) The development stage of the model consists of three activities, namely: (3) preparation of the model, (4) conducting a model validation test through the validation of educational experts and practitioners, and (5) making revisions based on expert and educational practitioner suggestions; c) The model testing stage consists of four activities, namely: (6) conducting a limited field trial, (7) conducting a revision, (8) conducting a wider trial, (9) revising and obtaining the final model; and the last d) The dissemination stage, (10) is carried out through a socialization seminar [11].

III. RESULTS AND DISCUSSIONS

A. The Exploration Stage

The exploration stage is carried out through interviews and documentation to find out the concept of sexuality education and the needs of the sexuality education model, which includes:

1. Analysis of teacher understanding of the concept of sexuality education

The author analyzes the teacher's understanding of the concept of sexuality education through interviews with the teacher and head of Aisyiyah Pembina Piyungan Kindergarten and Jogja Green School. The results of the interviews show that there are still teachers who understand the concept of sexuality education only as a gender recognition. The teacher does not have a picture of how to teach sexuality education to early childhood. The teacher considers sexuality education to be given to early childhood, but does not dare to give it, because they feel they have no capacity. According to the teacher, it is better that those who explain the problem of sexuality education are those who are competent in their fields, for example midwives, doctors or psychologists. Meanwhile, other teachers understand the concept of sexuality education more broadly, not only limited to gender recognition but also introducing limbs that may be touched and may not be touched.

2. Analysis of sexuality education models

The model developed by the author is in the form of textbooks (BTP) used in Aisyiyah Pembina Piyungan Kindergarten and Jogja Green School. Cempaka (Cheerful, Independent, Clever, Creative, and Active) is a textbook used by Aisyiyah Pembina Piyungan Kindergarten. This textbook written by the IGTKI-PGRI Team in Bantul Regency has been adapted to integrated thematic learning. Meanwhile, Si Andin (Early Childhood Creation) is a textbook written by the Sleman District HIMPAUDI Team which is used by Jogja Green School as a learning resource. The results of interviews with the teacher and head of Aisyiyah Pembina Piyungan Kindergarten and Jogja Green School showed that, all claimed to have used textbooks because they could support the learning process. However, related to sexuality education material, the teachers said that they did not find much sexuality education material in the textbooks that had been used so far. Sexuality education material that they found only on the theme "Self", was even less specific because it only related to gender.

3. Description of findings on the needs of sexuality education models

Through the results of the needs analysis, all teachers use textbooks as a source of learning. This shows that teachers need the existence of textbooks in learning activities. However, the textbooks used so far only

contain a little sexuality education material. The existing textbooks do not contain sexuality education materials needed by children. So that teachers find it difficult to teach sexuality education to early childhood.

Teachers need textbooks that specifically address sexuality education and are presented in languages that are easily understood by early childhood. In addition, textbooks must also use pictures and illustrations that can support the material to be conveyed, so that children can more easily understand the material. The lack of facilities currently owned by schools, does not allow teachers to make textbooks as expected.

As consideration in developing a prototype based on these conditions, the textbooks are sought: a) Contains sexuality education materials that are relevant for early childhood. These materials will later be integrated into themes that have the potential for sexuality education, namely the theme "Myself". The theme will be divided into sub themes, so that children can more easily understand the material presented.; b) Presenting material that is easy to understand and attracts children by using pictures and illustrations that are appropriate for the child's age; and c) Can be used in conditions of schools with minimal facilities.

Based on the analysis of teacher understanding of the concept of sexuality education, analysis of sexuality education models, and description of the findings of the needs for sexuality education models, the development of the model is strived to have the following characteristics: 1) The competencies developed are spiritual attitude competencies, social attitudes, knowledge, and skills; 2) Using integrated thematic approaches and scientific approaches; 3) The Daily Learning Implementation Plan (RPPH) is developed based on the competence of spiritual attitudes, social attitudes, knowledge, and skills by grouping basic competencies that are closely related in one learning theme; 4) Learning material is adopted from the concept of Yusuf Madani sexuality education and is based on the advice of education practitioners; 5) Learning material is used to develop spiritual attitude competencies, social attitudes, knowledge, and skills; and 6) Assessment is carried out using daily assessments (during and after the learning process in class). Forms of daily assessment and score formats are listed in textbooks and RPPH.

B. The Development Stage

Based on the findings of the needs of the model, the authors found problems related to the lack of textbooks containing sexuality education materials for early childhood. To overcome these problems, the authors develop a model in the form of textbooks (BTP).

1. Modeling

The preparation of the model is carried out with the following steps: a) Look for sexuality education material that is suitable for early childhood. The material was adopted from Yusuf Madani's theory of sexuality education [12] and education practitioners' advice; b) Determine themes that can be included sexuality education materials. The theme is "Myself"; c) Select basic competencies, then make indicators of learning achievement based on selected basic competencies; d) Determine the media/ learning resources; e) Use an integrated thematic approach and a scientific approach in compiling learning activities; and f) Use authentic assessment to measure student learning outcomes.

2. Test Validity and Revision of Model I

The results of the validity test showed the average score given by material experts, media experts, and education practitioners towards developing the model was 3.8 with a very valid category. Thus, the model developed is feasible to be used/ tested after a revision of model I based on the advice of material experts, media experts, and education practitioners.

C. The Model Testing Stage

Before a limited trial and a wider trial are conducted, the research instrument is tested. The research instrument was tested, and analyzed with factor analysis, namely by correlating the scores between instrument items in a factor, and correlating the factor scores with the total scores. If the correlation of each of these factors has a minimum value of 0.3, then the item is valid. Meanwhile, the instrument reliability test uses the Cronbach 'alpha formula with a threshold of 0.60 [13]. The validity test results of the research instrument showed that, all 21 items were declared valid and reliable because they had r counts smaller than r tables (0.300) and alpha values greater than 0.60 or 0.921.

1. Limited Trial

Limited trials were conducted to test the initial product model. The result is a score of students 'learning outcomes, students' responses to the initial design of the model, and revision of model II. This trial was held in the kindergarten B class of Jogja Green School on April 1, 2019 to April 16, 2019. The results showed an increase in learning outcomes of students from pretest to posttest increased by 17.9%. Student responses to the developed model, among others: 100% of students are interested in the appearance of the model, 76.9% of

students are more eager to learn to use the model, 100% of students understand the material presented, and 100% of students understand the language used. Based on the results of the teacher's suggestion, a model II revision was then carried out and continued with a wider trial.

2. Wider Trial

Wider trial are used to test model II products. The result is a score of students' learning outcomes, students' responses to model II, and revision of model III. This trials were conducted in kindergarten B class of Aisyiyah Pembina Piyungan on May 8, 2019 until May 24, 2019. The results showed the learning outcomes of students from pretest to posttest increased by 21.8%. Student responses to the developed model, among others: 90% of students are interested in the appearance of the model, 93.3% of students are more enthusiastic about learning to use the model, 100% of students understand the material presented, and 93.3% of students understand the language used. The product produced in a wider trial is the final product.

D. The Dissemination Stage

Dissemination is carried out through socialization seminars by inviting kindergarten supervisors in Piyungan sub-district, IGTK Chair in Piyungan sub-district, Kasi Piyungan health center, and all kindergartens throughout Piyungan sub-district consisting of 32 institutions. The seminar was held at the Aisyiyah Pembina Piyungan Kindergarten Meeting Hall on Thursday, October 10, 2019, at 10:00 WIB. The enthusiasm of the participants for the Dik Sani textbooks was quite high. This is evident from the number of participants who attended the socialization seminar as many as 75 participants or as much as 62.5% of the 120 invitations, even though there were no subsidies or transport from the organizer.

IV. CONCLUSION

Based on the discussion of research results, the research conclusions of the development of an integrated model of early childhood sexuality education into integrated thematic learning, as follows: The exploration stage: (a) The teacher's understanding of the concept of sexuality education is still about gender recognition and introducing body parts that may be touched and cannot be touched by others. The teacher does not have a picture of how to teach sexuality education to early childhood. There are even teachers who do not dare to explain outside the area, because they feel they do not have adequate capacity; (b) One of the efforts made by teachers in teaching sexuality education to young children is through the Cempaka and Si Andin textbooks. However, textbooks that have been used so far have not found much sexuality education material. So, it is necessary to develop a model of textbooks that contain sexuality education materials that are relevant for early childhood, easy to understand and attract children by using images and illustrations that are appropriate for the age of the child, and can be used in conditions of schools with minimal facilities.

The model development stage: The development of the model begins with arranging the model. The preparation of the model is done by the steps: a) Look for sexuality education material that is suitable for early childhood; b) Determine themes that can be included sexuality education materials; c) Select basic competencies, then make indicators of learning achievement based on selected basic competencies; d) Determine the media/ learning resources; e) Use an integrated thematic approach and a scientific approach in compiling learning activities; f) Use authentic assessment to measure student learning outcomes. After compiling the model, then the model validity test is carried out by material experts, media experts, and education practitioners. Based on expert and practitioner suggestions, a model I revision was then carried out.

The model testing stage: The test results of the effectiveness of the model with the instrument indicate that the model developed is effective. This is evidenced by an increase in student learning outcomes scores from pretest to posttest by 17.9% in limited trials, while in wider trials by 21.8%. The dissemination stage: Dissemination is carried out through socialization seminars by inviting kindergarten supervisors in Piyungan sub-district, IGTK Chair in Piyungan sub-district, Kasi Piyungan health center, and all kindergartens throughout Piyungan sub-district consisting of 32 institutions.

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