



Developing A Self-Protection Guidebook for Kindergarten Teachers

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Abstract

This study aims to (1) develop a self-protection learning guidebook for kindergarten teachers, (2) test the feasibility of guidebooks based on aspects of validity and practicality, and (3) revise the book based on the feasibility test results. This research was a development research using Borg & Gall (1983) development model. The subjects of this research are kindergarten teachers working with children aged 5-6 years old in Sanden, Bantul, with various demographic characteristics. The eligibility of the guidebooks was obtained from the aspects of the validity from the assessment of material experts and media experts in the field, while the practicality aspect was obtained from the questionnaire by the users, i.e the teachers. The results showed that the guide books has met the aspects of validity and practicality.

INTRODUCTION

The many cases of child sexual abuse has been a hot issue in recent years. Based on data from the Indonesian Child Protection Commission (2017), there were more than 100 cases of sexual violence in children recorded in each year. Particularly, in the Special Region of Yogyakarta, the child sexual abuse is relatively increasing every year, such as data reported by the Women and Community Empowerment Agency of Yogyakarta (2018), in 2011 there were cases of violence in children as many as 151 cases, in 2012 as 127 cases, and the year 2013 as many as 257 cases. Additional data from Rifka Annisa (2017), sexual violence in children in Yogyakarta amounted to 31 cases.

Child sexual abuse can easily occur because the children are identified with a weak or defenseless figure and have a high dependence with the adults around them (Boothby & Stark, 2011). In addition, teaching about sex from an early age to children is still considered something taboo (Gogela, 2013). It makes that young children have limited knowledge of sexuality (i.e. some basic knowledge of genital differences) (Brilleslijper-Kater & Baartman, 2000).

A learning process is one form of prevention against sexual violence in children. This prevention can be done in an effort to find the right solution (Gillham & Thomson, 2005). Primary prevention includes raising awareness among all groups directly related to children, meeting boys at risk for girls, teaching children how to deal with others, teaching children about the privacy of their bodies, and teaching children to face all kinds of abuse (Kinneer, 2007). In China, forms of violence prevention in children are implemented after regular study in preschool and child venues (Zhang, Chen, Feng, & Li, 2014). With the context of preschool education in Indonesia, forms of effort can be made with learning in the classroom and adapted to the prescribed curriculum.

According to previous researchers, Kenny & Wurtele (2010) have revealed that the main concepts of self-protection learning include: (a) understanding the concept of body ownership, (b) identifying and naming "private parts", (c) distinguishing appropriate from inappropriate requests to touch or look at the private parts, (d) responding to inappropriate requests, and (e) understanding that inappropriate touching is never a child's fault. Conte found that there were some components of self-protection learning for children including: (a) children own their bodies

and nobody has the right to share them, (b) there is a difference between good touches and bad touches, (c) secrets about touching or other forms of abuse should never be kept, (d) children should trust their own feelings about something being right or wrong, (e) children should be taught how to say no, (f) children should be encouraged to tell someone if they are being abuse (Kinneer, 2007).

From the description of the two experts above, there are some important things of a self-protection learning for children, but it still overlapping. Therefore, in this study, the researcher tried to reconstruct to be the three main concepts, by listing other components as sub components of the seedlings. The preparation of sub component is also adjusted with National Standard of Early Childhood Education in Indonesia (Ministry of Education, 2017). The elements are as follows: (a) the awareness of the body which consists of: the understanding of the body and the function of each body part simply, the understanding of the body of the man and the body of the woman will change over time, the inability to form body parts (i.e. penis and vagina), the understanding that private body parts are "private" for a reason, understanding that no one is entitled and seeing parts of the child's private body to help the child in terms of health and hygiene, and a simple understanding of the process of growth and birth of a baby; (b) rules consisting of: an understanding of rules limiting privacy (i.e. keeping the private parts of the body covered with a shirt, and not affecting the private parts of the body), the understanding that personal body parts have become comfortable but not in public places; understand that the difference between touch may (which makes comfort, pleasure, and joy) and touch should not be (that is, uncomfortable, unwelcome, or painful); (c) understand the feelings arising from self-knowledge and manage them fairly, understand, and respond appropriately, and expressions appropriate to existing conditions; and (d) the assertiveness including: the ability to communicate verbally about disagreement and assertiveness and the ability to use appropriate methods (i.e. physically).

This research is a follow-up study of the research titled "Teacher's knowledge and beliefs for educating sexuality for kindergarten children". The results of the previous research described that (1) most kindergarten teachers have limited knowledge about sexual violence and how to teach self-protection for children, (2) teachers have low belief in their skills to teach self-protection and belief in the benefits of learning protection self to the child, and (3) the source of self-protection

for teachers is still very limited. The implications of the results of the study are the need for teacher learning resources in self-protection learning, one of which is by creating a guidebook that is easily understood and used by kindergarten teachers.

The formation of self-protection skills in children will be implemented through a learning program by making self-protection instructional guidebooks as a learning resource. The use of guidebooks as a source of learning is crucial in carrying out the learning process (Ayriza, 2008). Guidebooks are books that contain principles, procedures, basic material descriptions, or instructional models that educators can use to carry out their main tasks and functions as educators (Depdiknas, 2008). Educator manuals provide guidance and assistance for educators when preparing and delivering learning (Kemp & Dayton, 1980). The handbook is a book that can be read at any time so it can impact on developing the ability to think, act and behave from the reader (Pinandhita & Christina, 2016).

Guidebooks serve as learning resources for teachers in the implementation of self-protection learning in Kindergarten based on some considerations of the advantages of guidebooks, i.e (1) teachers can stop at any time to look at other sources, such as dictionaries, reference books, using calculators, and so on, before resuming; (2) teachers can learn at their own pace, (3) handbooks are easy to carry, teachers can study them anywhere and anytime, and (4) material can be produced economically, and can be distributed and fixed easily, and it is used to present images in both black and white or color (Anderson, 1985). Another reason is that the guidebook will be able to become a resource for the wider group after passing through the expert validation process and the user's practicality test.

Ultimately, this study aims to (1) develop a self-protection learning guidebook for Kindergarten teachers, (2) test the feasibility of guidebooks based on aspects of validity and practicality, and (3) revise the guidebook based on feasibility testing results.

METHOD

Type and Procedure

This research is a research development (development and development) adopted to the development model of Borg and Gall (1983). The model was considered to use in this study because this research would produce a new product tested, evaluated and screened systematically until specific criteria of similar effectiveness,

quality, or standards were found. The product to be produced in this research was a self-protection learning guidebook. The development procedure used was as follows.

- a. Conducting preliminary research and information gathering.
- b. Planning (identification of capabilities, formulating the steps and tasks involved in achieving the objectives of learning).
- c. Develop the initial product (preparation of learning materials, the preparation of story board, the making of guidebooks, the preparation of instruments, and validation by experts).
- d. Conducting initial trials (done to 2-3 schools with subjects as many as 4-6 teachers).
- e. Revise the main product.
- f. Conducting primary field test (done to 4-6 schools with subjects as many as 10-12 teachers).
- g. Revising the operational product.
- h. Conducting operational field tests (done to 7-18 schools with 35-40 subject teachers).
- i. Revising the final product.
- j. Dissemination and implementation of the product.

Participants

The participants in this study were Kindergarten teacher in Sanden Sub-district, Bantul District, which consisted of 40 teachers with various educational backgrounds (Senior High School, Diploma, and Bachelor Degree), and duration of work ranged from 1-30 years. The participants were randomly selected.

Instruments

This study used questionnaires classified into three kinds shown in Table. 1.

Table 1. Guidebook's Quality Assessment Tool

Criteria	Tools	Data Source
Validity	A guidebook validation questionnaire.	An early childhood development expert. A learning media expert.
Practicality	A teacher response questionnaire.	Kindergarten teachers.

- a. The validity instruments, validity aspects of a guidebook were measured based on material qualities / contents and instructional and technical qualities. The assessment was done by two expert lecturers.

b. The practicality instruments, practicality was measured by the kindergarten teacher's response as a user of the guidebook by looking at the aspects of ease of use and attractiveness.

Data Analysis

Data analysis in this study was to convert quantitative data into qualitative data on the analysis of validity and practicality with reference formula which can be seen in Table. 2 (Widoyoko, 2009).

Table 2. Quantitative Data Conversion Reference

Score Interval	Clasification
	Very Good
	Good
	Enough
	Poor
	Very Poor

Analysis of Validity

The instruments of validity used 14-item statements for the material/content aspect and 88 items for the instructional and technical aspects with a Likert scale, so that the assessment criteria as in Table 3 and Table 4 were obtained.

Table 3. Eligibility Criteria of Material/Content Aspects

Score Interval	Clasification
$x > 47,6$	Very Good
$39,2 < x < 47,6$	Good
$30,8 < x < 39,2$	Enough
$22,4 < x < 30,8$	Poor
$x < 22,4$	Very Poor

The guidebook was considered to be valid from the material or content aspect if it got a score into the minimum category "Good".

Table 4. Eligibility Criteria of Instructional and Technical Aspects

Score Interval	Clasification
$x > 299,2$	Very Good
$246,64 < x < 299,2$	Good
$193,6 < x < 246,64$	Enough
$140,8 < x < 193,6$	Poor
$x < 140,8$	Very Poor

The guidebook was avowed to be valid from the instructional and technical aspects if its score fell into the minimum category "Good".

Analysis of Practicality

The instrument used for practicality assessment was a teacher response questionnaire consisting of 12 statement-items (i.e ease of use and attractiveness with 5 likert scale), so it obtained classification assessment as in Table 5 and Table 6.

Table 5. Criteria for Practicality of the Guidebook on Testing 1

Score Interval	Clasification
$x > 187,2$	Very Good
$158,4 < x < 187,2$	Good
$129,6 < x < 158,4$	Enough
$100,8 < x < 129,6$	Poor
$x < 100,8$	Very Poor

Table 6. Criteria for Practicality of the Guidebook on Testing 2

Score Interval	Clasification
$x > 367,2$	Very Good
$302,4 < x < 367,2$	Good
$237,6 < x < 302,4$	Enough
$172,8 < x < 237,6$	Poor
$x < 172,8$	Very Poor

A guidebook was said to be practical use if the rating fell into the "Good" minimum category.

RESULT AND DISCUSSION

Based on the explanation in the research method, this study was a research and development model, which included:

Organizing A Guidebook

The guidebook was based on consideration that the understanding of the most kindergarten teachers obtained from a previous research, were categorized as low. The self-protection learning guidebook consisted of: (a) an outset section containing cover pages, preface, and table of contents; (b) the content sections consisting of material on sexual violence in children, the main concepts of self-protection learning, and examples of self-protection learning activities; (c) the end section consisting of a summary, bibliography, and attachments (children's worksheets).

The presentation of this guidebook considered that the reader before entering the content, the reader could look at the introduction section providing the general insight/information about the contents of the guidebook and

how to use it. After reading the introduction, the reader would be presented with some materials. First, a guidebook would present material on child sexual abuse, so readers could understand the background empirically and theoretically. Then, it presented the material about the concept of self-protection learning so the teachers could master the basic concept of theoretical self-protection learning, and after that, to be more clear then it gave some examples of implementation of self-protection learning for children aged 5-6 years. At the end, readers were also presented with a comprehensive summary of the contents of the book as well as some attachments of children's worksheets that could be support the self-protection learning. The result of developing a guidebook were shown in Figures 1 and 2.



Fig. 1. An outset section of the guidebook



Fig 2. The content section of a guidebook

Tests of Guidebook Appropriateness

After the guidebook had been developed, the next step was to assess the product feasibility by expert lecturers and kindergarten teachers. The steps taken to obtain the appropriate guidebook was as follows.

Validity Test of A Guidebook

In this step, a guidebook developed by re-

searchers was then discussed with the experts of early childhood development and technology learning to obtain expert judgment. The focus of evaluation was the content and language aspects, as well as the aspects of graphic and instructional feasibility. The results of the evaluation of the validity of the guidebooks could be seen in Table 6.

Table 6. Validation results by experts

Expert	Total Score	Percent-age	Category
Content	51	91,07%	Very Good
Media	340	96,60 %	Very Good

The developed self-protection learning guidebook had satisfied the valid criteria because of the minimum category of “good”, then the self-protection learning guidebook would be tested to Kindergarten teachers to know its practicality.

Practicality Test of A Guidebook

Field trials were conducted in the small group, involving 6 kindergarten teachers. Its aims was to find out whether revisions were needed or not in the developed book. After the revision, then trials were conducted for a wider scale to 12 different kindergarten teachers. The teacher questionnaire response data on small-scale and widespread trials was presented in Table 7.

Table 7. Results of questionnaire responses

Trial	Total Score	Percentage	Category
First Trial	174	80,555%	Good
Second Trial	356	82,4%	Good

Based on the teacher's response data on the first and second trials, self-protection instructional guidebooks could be considered practical because teacher response scores met the “good” minimum category.

Completion of A Guidebook

In field trials 1 and 2, the self-protection guidebook did not undergo any revisions or improvements, because based on the results of the questionnaire responses both quantitatively and qualitatively, the assessment of the guidebook was good. Therefore, the self-protection learning guidebooks could then be used for operational field trials.

CONCLUSION

Based on the results and discussion, there were some following conclusions. The guidebook used to overcome limited knowledge of teachers on sexuality in children, the low belief of teachers their abilities and benefits in teaching self-protection for children, as well as the limited learning resources for teachers. Based on this understanding, then this research produced instruction manuals that can be used as a guidebook in teaching self-protection for children aged 5-6 years old.

The guidebook developed consisted of several self-protective learning concepts, including: (a) awareness of the body, (b) the rules of touches, (c) understanding the emerging feelings, and (d) being assertive. The concepts were not only explained teoritically, but also were described practically with the examples of learning activities. The contents of guidebook consisted of: (a) sexual violence in children, (b) self-protection learning concepts, (c) and examples of learning activities self-protection. It had some parts, i.e introduction; contents (containing materials and learning examples); and the end (summary, attachment, and bibliography).

The score of the validation by the material expert was 51 which categorized as "very good", and the self-protection instruction guidebook also scored 340 from the media expert so that it was categorized as "very good". Thus, the guidebook of self-protection learning fulfilled the aspects of the validity. Furthermore, the teacher's response score in the first trial was 174 and went into the "good" category, and in the second test the teacher's response score of 356 was included in the "good" category, so the guidebook developed has fulfilled the practical aspect.

Because of the importance of early childhood protection skills in order to avoid sexual violence, the self-protection learning guidebook is expected to be widely disseminated and evenly distributed to all Kindergarten teachers. Thus, concepts in self-protection instruction manuals can be applied by teachers in early childhood learning activities.

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