

The Effectiveness of Learning Media to Introduce Sex Education among Early Childhood

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Abstract

This research aimed to analyze the effectiveness of audio-visual media and serial images toward the improvement of the knowledge of sex education in early childhood. The research method used in this study was Mixed Method. Quantitative approach was used to obtain the effectiveness level of learning video media and serial images. The finding of this research expressed that the implementation of audio-visual media and serial images were still ineffective to be implemented through the learning activity. Those leaning media had the attractiveness, but students cannot optimally receive the message delivered. The effectiveness in this study was marked by the value of Sig. (2-tailed) 0.889 which was bigger than 0,05 ($p > 0.05$). The result of t-test independent sample testing concluded that the use of learning video and serial images was not effective to improve the knowledge of sex education in early childhood. It means that, there were no differences in the use of learning video and serial image toward the knowledge of early childhood sex education assigned in the value of t-count which was -0.140 with the probability Sig. (2-tailed) 0.889. Meanwhile, the qualitative approach was used to explain the ineffectiveness of learning video media and serial image.

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INTRODUCTION

Sexual harassment is a traumatic occurrence experienced by almost the majority of children. Sexual harassment can be seen as the involvement of children in the sexual activity which is not completely understood by them, cannot give agreement, or break the law in society. That action is conducted by adults or other children which based on the age or development related to the responsibility correlation, trust or power, and those activities are aimed to satisfy the needs of other people (Unicef, 2014).

When grow up, children bring their memories too, whether positive or negative memories. Karen Horney (Feist & Feist, 2010) explained that traumatic occurrence such as sexual harassment, beating, rejection, or abandonment can influence the development of children in the future. Children who experience various unpleased occurrences will spread anger and hostility strongly related to the appearance of basic worry.

Sex education is a form of the most main to avoid the sexual harassment. According to Duncan, Hagan, Shaw as cited in Breuner and Mattson (2016) stated that children and teenagers should be guided to acquire the good understanding regarding sexual matter and it can be done through the giving of sexual education. Sexual education can be taught through 3 learning domains, they are: cognitive (information), affective (feeling, value, and attitude), and behaviour (communication, decision making, and other skills).

For early childhoods, the concept of sex education should be delivered and adjusted as their ability to receive information, and also it is delivered using enjoyable method. This research aims to implement media in the form of audio-visual as a learning media which introduce sex education for early childhood. Visual media selected is in the form of serial images, meanwhile audio-visual is in the form of video. Those media are selected as the strategy to eliminate boringness and make students possible to optimally receive the materials delivered in the

class with their own learning style (Gilbert, Sawyer, & McNeill, 2011).

In this study, researchers use the approach of audio-visual media and serial images to improve the knowledge regarding sex education in early childhood. It relates to early childhood learning models with modalities including visual and auditory. Teachers who use media in their learning will make the teaching and learning process interesting and make children's attention centered (Refi & Utomo, 2017).

This study aims to analyze the effectiveness of audio-visual media and serial image media in developing knowledge of early childhood sex education. The benefit of this research is to obtain an explanation of the effectiveness of audio-visual media and serial images when they used to introduce sex education in early childhood.

METHODS

This study used a mixed research approach, which was a combination of qualitative and quantitative research. Quantitative research approach was used to obtain the effectiveness of instructional video media and serial images. While the qualitative approach to explain the reasons for the ineffectiveness of instructional video media and serial images.

This study involved research subjects namely students of RA Plus Qiraati IQBAL and students of RA Muslimat Tulakan Donorojo Academic Year 2019/2020. This study was divided into 3 classes: experimental class A (using audio visual media) comprising 30 children, experimental class B (using serial image media) comprising 31 children, and control class (using conventional learning without media) comprising 31 children.

This study used an experimental design with pre-test and post-test control group design or re-experiment design, which was conducted by means of measurement or initial observation before treatment was given and after treatment in the treatment group and the control group. The comparison of scores of each group shows the

effect of treatment (Latipun, 2011). In this section, the data collection method used was a sequential explanatory (Creswell, 2009: 14).

In the beginning of the study, the research design used was only an experiment, but because quantitative research results showed the ineffectiveness of audio visual media and series images. So a qualitative study was conducted to find out the reasons for this ineffectiveness. So this research turned into a mixed method with more dominant quantitative research data.

RESULTS AND DISCUSSION

The concept in those media is to introduce sex education towards early childhood. The introduction delivered is only to recognize 4 parts of the body which cannot be touched by other people.

In audio-visual media, teachers give apperception in the beginning of the class. Then, the media is served without any intervals and it is finished by a reinforcement, as in Figure 1. Meanwhile, in serial picture media, after giving apperception, teachers display the pictures to students, as in Figure 2. In the presentation of serial pictures, teachers are directly involved in the presentation of learning material. Therefore, students are showed some pictures and teachers practice the movement and then followed by students. After that, teachers give reinforcement.



Figure 1: Audio Visual Media



Figure 2: Serial Images

The research data were obtained from pre-test and post-test data on the application of instructional video media and serial images. Data obtained through 3 (three) processes namely: test, observation, and documentation. The test was conducted using cognitive instruments to find out the knowledge of sex education.

The experimental study on sex education knowledge was conducted in early childhood students aged 5-6 years at RA PLUS Qiraati IQBAL and RA Muslimat Jepara. In this study, 3 (three) classes were taken namely: 1) 1 (one) class in RA Muslimat Jepara as an experimental class (class A); 2) 2 (two) classes in RA PLUS Qiraati IQBAL as an experimental class and a control class (classes B and C). Research in classes A, B, and C each carried out for 30 minutes. In the experimental and control class, each test was carried out 2 (two) times namely pre-test and post-test.

Based on the data pretest and posttest we know that the difference of each experiment class A, B and control class. Presented on Figure 3.

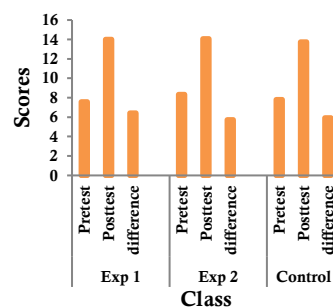


Figure 3: The Difference of Median Class

While based on the normality test by using Shapiro wilk test, the significant value of each class presented on Figure 4.

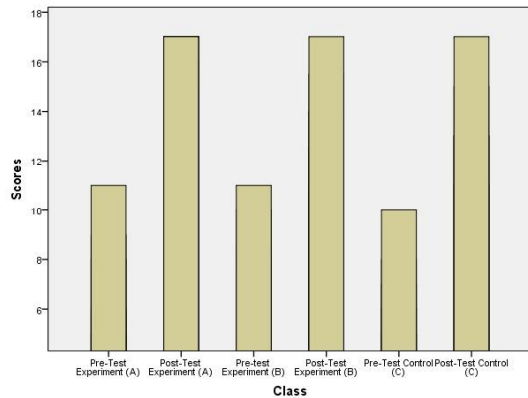


Figure 4. Shapiro-Wilk Normality Test Diagram

The paired sample t-test results show that the experimental class (A) t-value was -17,822; the experimental class (B) of -13,185; and the control class of -16, 108. Each class had a probability value with Sig. (2-tailed) $0,000 < 0.05$. Thus, there were significant differences from the use of learning videos. The paired sample t-test results showed that the experimental class (A) t-value was -17,822; the experimental class (B) of -13,185; and the control class of -16, 108. In each class had a probability value with Sig. (2-tailed) $0,000 < 0.05$. Thus there were significant differences from the use of learning videos. The paired sample t-test results showed that the experimental class (A) t-value was -17,822; the experimental class (B) of -13,185; and the control class of -16, 108. In each class had a probability value with Sig. (2-tailed) $0,000 < 0.05$. Thus, there were significant differences from the use of learning videos.

In the independent test sample t-test there were 2 (two) values of F and t at the significant level of Equal Variance Assumed and Equal Variance not Assumed. Equal Variance Assumed shows that the two population variants were identical and Equal Variance not Assumed showed that the two population variants were not identical. In this test, 3 (three) results were obtained, namely: first, the effectiveness of instructional video media; second, the effectiveness of serial image media; and third, the

effectiveness of the two media in increasing knowledge of early childhood sex education.

First, the independent sample t-test test on the use of learning videos showed the F value of the Equal Variance Assumed of 0.611 with Sig. of 0.438 or a value (Sig.) > 0.05 . While the t-value of 0.778 with the probability of Sig. (2-tailed) $0.440 > 0.05$. So, through the independent test of the sample t-test, it was known that the use of learning videos is not effective in increasing knowledge of early childhood sex education.

Second, the independent sample t-test test on the use of serial image media showed the F value of the Equal Variance Assumed of 1,401 with Sig. of 0.241 or value (Sig.) > 0.05 . While the t-value was 0.914 with probability Sig. (2-tailed) $0.364 > 0.05$. Then, through the independent test of the sample t-test, it was known that the use of serial image media was not effective in increasing knowledge of early childhood sex education.

Third, the independent sample t-test test on the use of instructional videos and media image series showed an F value on the Equal Variance Assumed of 0.125 with Sig. of 0.725 or a value (Sig.) > 0.05 . While the t-value in table 4.12 was -0.140 with the probability of Sig. (2-tailed) $0.889 > 0.05$. Then, through the independent test of the sample t-test the results were known that the use of instructional videos and serial image media is not effective in increasing knowledge of early childhood sex education.

Furthermore, a qualitative research was conducted to find out the reasons for the ineffectiveness of the media. Learners say that learning takes place fun because they can see cartoons. But they did not grasp the purposes of the material. In the previous learning the teacher did not use multimedia, the teacher more often used books or pictures from magazines. It became one of the ineffectiveness factors in audio-visual media and serial images because children were not accustomed to learning with better and complex media.

The use of instructional videos and series of images is not effective against knowledge of sex education can be seen based on: First, differences in sig values. greater than 0.05 or the

calculated t value $<$ of t table. Second, see the value of sig. (2-tailed) or p value. If the value of sig. (2-tailed) $>$ 0.05, then there is no significant difference.

In accordance with the independent analysis of the sample t -test, instructional video media and serial images are ineffective media in assessing knowledge of early childhood sex education. When examining the explanation of Breuner and Mattson (2016), sex education can be taught through 3 domains of learning: cognitive (information), affective (feelings, values, and attitudes), and behavior (communication, decision making, and other skills). So, according to 3 (three) domains of learning, instructional video media and series images are included in the cognitive domain (information). Likewise, a learning video to convey a message (Sukiman, 2012) and stimulate the child's interest to concentrate (Gilbert, Sawyer, & McNeill, 2011). As the media image series to understand the information displayed (Arsyad, 2002).

Considering the effectiveness of learning activities, there are 3 (three) main parts, including: (1) planning, (2) implementation, and (3) evaluation. For the teacher, it is not enough to judge a learning medium to stop at attractiveness that makes students comfortable to learn. Even though students' catch ability is not optimal, through learning media can help this understanding. In this part of understanding there were 25 students in class A and 24 students in class B stating that what was known from the media was cartoons. Observing from this part of understanding there are messages that have not been captured by students regarding the content of audio-visual media and series drawings. That is, the teacher's explanation before the media is applied to learning, is not captured properly by students. According to the students' statements no messages were captured as long as audio visual media and series drawings were used. Because children focus more on the cartoon images that are displayed.

Therefore, to link the concepts and results of data analysis, instructional media do not have a significant relationship to the knowledge of sex

education for early childhood. Viewed from the media used, it is suitable to be applied in early childhood. However, there are other aspects that make the application ineffective, such as: the background of the teacher, students, teaching materials, types of tests, and sufficient time.

Those interesting media are not optimally captured by students to find out the message / content contained in the audio video and picture series media. Thus, the media is limited to the attractiveness or does not bore students while participating in learning. Looking at the results of the research, the media cannot yet be used to find out knowledge of sex education in early childhood in the two institutions. This makes it possible for teachers to provide dialogical explanations on the main points of the learning section contained in audio-visual media and serial images.

CONCLUSION

The conclusions based on independent t -test sample tests and descriptive analysis mention that there are no differences of using learning videos to introduce of early childhood sex education. So, it can be concluded that the use of instructional videos is not effective to increase knowledge of early childhood sex education.

In the results of the use of serial images to introduce of early childhood sex education no differences too. So, it can be concluded that using learning videos and series drawings is not effective to increase of early childhood sex education knowledge.

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