

The Effectiveness of Singing Methods and Demonstration Methods to Improve Understanding of Sexual Education in Early Childhood

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Article Info

History Articles

Received:

25 March 2020

Accepted:

10 April 2020

Published:

30 June 2021

Keywords:

Singing Methods,
Demonstration
Methods,
Understanding Sexual
Education

Abstract

The occurrence of acts of sexual harassment in early childhood, among others, is due to the lack of sexual education and readiness of schools and parents in conveying sexual education to early childhood. This study aims to analyze the effectiveness of singing methods and demonstration methods on understanding sexual education in early childhood. The design of this study used an experimental method with a pretest-posttest control group design by analyzing quantitative data on the effectiveness of the singing method and the demonstration method on understanding sexual education in early childhood. The research samples were Miftahul Jannah Islamic Kindergarten students as the experimental class and Bunga Harapan Kindergarten as the control class. Data collection used sexual education observation sheets and evaluated using N-gain and Independent T-Test. The findings found that experimental class understanding of early childhood sexual education was more successful than control class. Students' understanding of sex education increased by an average of 0.83 for the high category, while the control class increased by an average of 0.64 with the moderate category. It showed that a singing and demonstration methods can improve early childhood understanding of sexual education.

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p-ISSN 2252-6404

e-ISSN 2502-4515

INTRODUCTION

Everyone thinks the world of children is beautiful. Early childhood is always cheerful, happy, having fun, playing, and not facing challenging problems in life. However, based on the Report on the Online Information System for the Protection of Women and Children (SIMFONI PPA) from 1 January 2020 to 11 December 2020, cases of sexual violence against children reached 5,640 cases. Sexual assault experienced throughout childhood has a detrimental effect on cognitive and mental aspects. Children tend to experience nightmares, excessive anxiety, decreased concentration (Adams et al., 2018; Bourgeois et al., 2021). Therefore, sex education at early age is one way of dealing with sexual violence by introducing body parts. It will increase children's knowledge of awareness to avoid violence (LoGiudice, 2016).

Efforts to prevent sexual abuse against children must involve parents, teachers, and the environment closest to the child. Based on several studies, it is explained that parents, teachers, and the environment are the most appropriate to provide sex education from an early age to children (Schutte et al., 2014). In essence, parents and teachers should not consider taboo and hesitate in providing information to students related to sex education. In particular, sexual education in schools is intended so that students can understand the physical condition of their bodies, the conditions of the bodies of the opposite sex, and not only that but also teach children how to protect and avoid sexual violence (Alucyana, 2018; Oktarina & Liyanovitasari, 2019). It is due to other information media that has been prevalent to teach children about sex education, where children can get inaccurate information, significantly inaccurate television shows. Sex education at early age is required to ensure so that children receive appropriate knowledge about sex.

The urgency sexual education for children is essential to instill strong religious values that help build children's personalities. This is done

to ensure that children do not fall into unwanted things and prevent children from the risk of adverse sexual behavior and deviant behavior (Jatmiko et al., 2015). Sex education in schools is instruction that teaches students to recognize their own and their families' identities, to get to know their body members, and to identify bodily characteristics. Media that can be applied to introduce sex education to early childhood include pictures or posters, songs, and games.

Delivering sex education through fascinating learning methods is one of the stimulations offered to early childhood. The learning method is a learning tool that increases students' interest in learning since this provides a means of delivering messages, generating ideas, attention, and students' willingness to engage in the learning process (Aprinawati, 2017; Rimawati & Nugraheni, 2019). According to some reports, there was a growth of awareness regarding the avoidance of sexual abuse in preschool children since receiving sex psychoeducation using the story process (Oktarina & Liyanovitasari, 2019; Sulistiyowati et al., 2018). Sarasati (2020) demonstrates how engaging and immersive learning approaches can help children gain a better understanding of the importance of early sexual education.

Singing and demonstration methods are two methods that can be used to help young children appreciate sexual education. Numerous findings demonstrate that the singing technique can help students better understand body parts, roles, and how to preserve them by enjoyable delivery methods (Agida Hasyah Febriagivary, 2021; Tajiah et al., 2020). According to Zulfahmi (2018) early childhood children enjoy singing activities because singing will bring pleasure, beauty, accomplishment, enjoyment to children, and encouraging them to be more involved in completing developmental tasks. Permatsari et al (2019) demonstrates that using the singing technique will help children develop their critical thinking skills.

Based on Piaget's work (Ibda, 2015) early childhood is classified as a pre-operational period. The stage at which children's reasoning practices are unorganized. Children can

comprehend their environment's existence through the use of signs and signals. At this age, children's reasoning is ad hoc, contradictory, and illogical. Thus, presentation techniques must be added so that students may expand their experience by seeing the instructor illustrate or display a series of acts in the form of gestures that describe a model of the functioning or a sequence of task processes (Anggraeni & Suyadi, 2019; Asmiarti et al., 2020).

Several reports confirm that using demonstration approaches will enhance thinking skills, number recognition, and personal hygiene. It is because students practice directly, which causes them to become more engaged and excited about learning (Dahlia et al., 2018; Ni Made Sukerti, Gede Raga, 2013). The use of singing and demonstration techniques is a bridge to help early childhood understand sexual education. Based on the above explanation, this research aims to examine the efficiency of singing methods and demonstration methods for increasing early childhood understanding of sexual education so that children are aware of the factors that contribute to sexual abuse and can shield themselves from the acts of those who would hurt them. Combining these two methods tries to guide and nurture early childhood to understand the meaning, function, and purpose of sexuality to conduct it appropriately and correctly.

METHOD

The research design used experimental method pretest-posttest control group design. The sampling technique used in this study was random sampling. The sampling technique was taken from members of the population who were carried out randomly without paying attention to the strata in the population. Samples in the study were 30 children from Miftahul Jannah Islamic Kindergarten and 30 children from Bunga Harapan Kindergarten.

The determination of research subjects considers that the sample must come from similar schools, namely Islamic-based schools, adequate number of students for research,

teaching, and learning activities using the central system, and educators who are bachelor degree of early childhood education graduates and institutions in Ngaliyan sub-district. Researchers collected quantitative data to assess the increased understanding of early childhood sexual education through observation, documents, and interviews. Observations are made by seeing children's activities directly and watching videos made with parents.

This research combined two methods, namely singing and demonstration, to educate Kindergarten students about sex education at a young age. Integrating the two methods aims to enhance kindergarten students' ability to understand sex education concepts such as basic toilet training, body parts and roles, gender distinctions, and which limbs can and cannot be reached by action and song. Students are regularly involved in activities that encourage them to develop their critical thought, creativity, and language skills. Active participation in student activities will influence high students' conceptual understanding and learning motivation. (Prakoso *et al.*, 2019; Rikha *et al.*, 2018).

Initially, both classes got a pre-test. If the findings were considered equivalent, the next step was to give treatment (singing method and demonstration method) to the experimental research class. Additionally, the control class received treatment at a lower intensity than the experimental class in this sample. Furthermore, the study was conducted directly in class and was supplemented by video recorder, Whatsapp video calls, video zooming, and home visits. Because of the Covid-19 pandemic, the study was also carried out in the homes of each student and their parents. Additionally, research is undertaken in schools with small groups of students, according to their abilities to attend school and learn. The instrument used to assess the improvement in understanding early childhood sex education in this study was a checklist form and observation sheet. The indicators of increasing understanding of early childhood sex education are based on the Standards for Child Development Achievement

Level (STPPA) for children aged 5-6 years as defined in Permendikbud No. 14 of 2014. The first step in parametric statistical analysis is to ensure that the pretest and posttest results are normal

Furthermore, an Independent T-Test was conducted to determine the effectiveness of the singing method and demonstration method in teaching sex education in early childhood. Then, the gain factor <g> test was carried out, which

aims to determine the category of improvement before and after implementing the singing method and the demonstration method. The level of learning effectiveness by integrating the singing method and the demonstration method in sex education learning is based on the gain factor value <g>. The high or low value of the gain factor <g> is determined based on the criteria shown in Table 1.

Table 1. Criteria for Gain Value (Hake, 1999)

Gain Value	Criteria
$\langle g \rangle < 0.30$	Low
$0.30 \leq \langle g \rangle < 0.70$	Moderate
$0.70 \leq \langle g \rangle < 1.00$	High

If the normalized benefit is defined as a minimum requirement or $0.30 < g < 0.70$, early childhood sexual education is said to improve.

RESULTS AND DISCUSSION

Sex education in early childhood focused on conveying facts or introducing the names and roles of limbs, identifying gender inequalities, defining sexual activity (relationships and intimacy), and educating children about gender-

related beliefs and expectations in society (Anggraini et al., 2017). Appropriate awareness and understanding of sex can help children develop an early sense of duty. Social education in early childhood must use various approaches to achieve the aims of early sexual education (Camelia & Nirmala, 2017).

Table 2 shows the results of the pretest and posttest normality test scores obtained using the Kolmogorov-Smirnov test.

Table 2. Normality of Pretest and Posttest Data

Statistical Results	Experiment Class	Control Class
The pre-test mean score	58	56
Sig. (2-tailed) Pretest	0.114	0.140
The mean posttest score	93	84
Sig. (2-tailed) posttest	0.214	0.164

The criteria for data normality testing in SPSS is that $\text{Sig} > 0.050$ indicates that the data is normally distributed. If Sig is less than 0.050, the data are not normally distributed. Table 2 indicates that the pretest and posttest scores have $\text{Sig} > 0.050$, indicating that they are normally

distributed. The second test is the homogeneity test, aiming to determine if the study data was collected from homogenous or heterogeneous respondents. Table 3 shows the results of the homogeneity test using the Levene test.

Table 3. Table Data on Pretest and Posttest Homogeneity

Data	Statistical Tests	Sig
Pretest	Levene Test	0.558
Posttest		0.658

If Sig > 0.050, the data is homogeneous; if Sig 0.050, the data is non-homogeneous. Based on Table 3, the homogeneity test with the Levene Test results in Sig > 0.050, indicating that the pretest and posttest data are homogeneous or originate from populations with the same variants. After the data is normally distributed and homogeneous, the Independent T-Test is used to determine if there is a significant difference between the experimental and control classes after using the singing method and the

demonstration method. The following is the study's hypothesis:

H0: Using singing and demonstration methods to increase kindergarten children's awareness of sexual education is ineffective.

H1: The use of singing and demonstration methods effectively increases kindergarten children's awareness of sexual education.

The results of the average difference test are obtained through the Independent T-Test which is presented in Table 4.

Table 4. Results of Independent T-Tests

Statistical Results	Post-test of Experiment and Control Class
T	-0.112
Df	0.037
Sig. (2-tailed)	0.026

The Sig value is calculated using the Independent T-Test findings in Table 4. 0.05 (2-tailed), indicating that H0 is rejected. In other words, H1 is approved, indicating that the integration of singing and demonstration methods effectively increases early childhood understanding of sexual education. The efficacy of singing and demonstration methods is due to the high enthusiasm of students in learning and their interest in learning during teaching and learning activities. Numerous studies demonstrate that by incorporating students actively in the learning process, incorporating students' creativity in investigating conceptual

understanding, and utilizing symbolic modeling models, it is possible to improve students' linguistic expression and social attitudes (Asmiarti et al., 2020; Azizah et al., 2020). Furthermore, the n-gain test was used to analyze the various categories of progress in the experimental and control classes implementation of the singing and demonstrating methods. The assessment was based on the fundamental social-emotional competencies relevant to early childhood sex education. The efficacy of the singing and demonstrating methods is based on the criterion value <g> presented in Table 5.

Table 5. Results of Understanding Sex Education in Early Childhood

Class	Mean Pretest	Mean Post-test	Mean N-Gain	Criteria
Experiment	58	93	0.83	High
Control	56	84	0.64	Moderate

According to Table 5, the average N-gain in the experimental class using the singing method integration and the demonstration method is in the high improvement category, a difference of 0.19 points from the control class, which is in the moderate improvement category. Islamic Kindergarten children Miftahul Jannah

accomplished their tasks with their parents via video zooms, Whatsapp video chats, and home visits performed by teachers/researchers while implementing the singing method and online demonstration method. Parents of students were allowed to communicate with teachers or researchers to complete online tasks properly

using technology intermediaries such as WhatsApp. The implementation of online learning in early childhood sex education is related to students doing role-playing assignments on basic toilet training procedures. Students play micro roles with the topic of taking care of themselves, creating artworks from palmprints made into one large size paper as a symbol of the movement "STOP Sexual

Violence in Children," and counting the numbers 1-20 using your fingers and toes. Whereas in the offline study, students process of performing wudhu , the practice of covering their genitals, making limbs out of banana stalks pierced with sticks, making men's and women's clothes out of banana leaves, and arranging blocks made from the base of the cardboard limb-shaped.

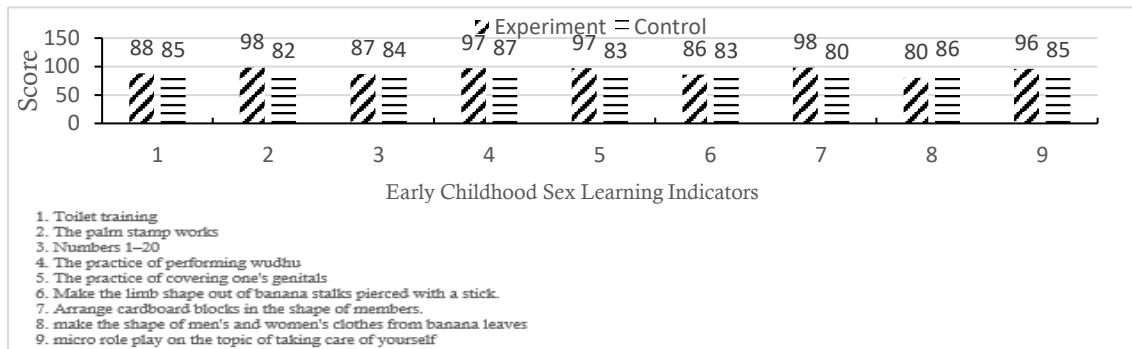


Figure 1. The Improvement of Early Childhood Sexual Education

According to Figure 1, the improvement in understanding sexual education in early childhood through singing and demonstration methods is greater than the increase in the control class for each essential competency. The most significant increase occurred in the indicators of palm print work, ablution practice, covering one's genitals, assembling cardboard blocks in the shape of limbs, and performing micro roles related to self-care. According to Camelia & Nirmala (2017) sex education for early childhood is an aspect of student development to identify their gender, how boys or girls should behave, dress and play a role. If at this time, the environment does not support every child to identify themselves well, then the child will experience bias or uncertainty in identifying himself/herself as a boy or girl. So that in this study proves that students tend to be actively involved and enthusiastic in every lesson to express their gender, how to toilet training, mention body parts, and their functions. Students can sing touch songs. It is supported by the average results of assessing nine indicators of sex education in early

childhood. There are five superior aspects with an average of 97.

The application of singing and demonstrations makes students play an active role in singing the song and demonstrating it to remember each lesson given quickly. According to several studies, it is explained that singing and demonstration methods can create pleasant learning conditions and trigger student enthusiasm for learning (Asmiarti et al., 2020; Dahlia et al., 2018; Dewi et al., 2017; Tajiah et al., 2020). Based on Oktarina & Liyanovitasari (2019) explain that early childhood is in a concrete thinking stage, and the concentration span is not more than 5 minutes. Therefore parents and teachers need to know the right and effective way to communicate sex education to children (Camelia & Nirmala, 2017; Marlina & Pransiska, 2018; Rimawati & Nugraheni, 2019). The incorporation of the singing and demonstration methods enables early childhood to understand better specific body components, the role of parts and limbs, the necessity of maintaining limbs, and the distinctions between men and women.

Teacher illustrates or displays a series of behaviors in the form of gestures that represent a method of operation or a sequence of behavior processes. Additionally, the instructor illustrates the shape of an entity associated with the material (Anggraeni & Suyadi, 2019; Asmiarti et al., 2020). During the learning process, the teacher presents the subject spontaneously, simply, and truthfully, using simple language suitable for the student's age and engaging students' creativity. It is to ensure that students get an understanding of appropriate and positive sex education. Research shows that students may improve their conceptual knowledge and motivation to learn by including creative learning and active student participation throughout the learning process. (Azizah et al., 2020; Huda & Suyitno, 2017; Rikha et al., 2018).

Singing is a method of learning that significantly impacts children's language development since it uses all five senses, including the ears to listen, the lips to sing and speak, and the ability to recall each phrase in the song. Hence, without students recognizing it, the

singing method can help students enhance their language abilities (Permatasari, 2019). Meanwhile, the demonstration method of learning can help students develop a more concrete understanding of a concept by directly demonstrating appropriate social behavior. So that students can imitate to be applied in carrying out daily activities (Nurhayati, 2020).

As a result, it can be concluded that the development of students' social conduct. It is closely tied to the demonstration method, which involves sex education on how students recognize limbs and their roles, the significance of keeping body parts, and the differences between men and women that must be developed appropriately. Teachers and parents provide real-world examples of how to emulate good behavior. Additionally, the results of the calculation of all indicators of sex education assessments during the application of the singing and demonstration methods indicate that there is an increase in the experimental class's understanding of the concept of sexual education, which is categorized as a low, medium, or high increase in Figure 2.

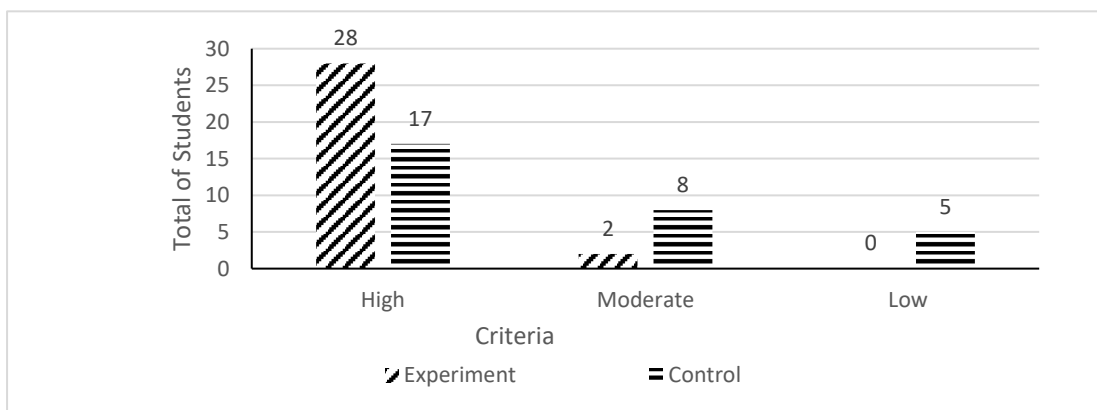


Figure 2. Improved Understanding of Early Childhood Sexual Education

According to Figure 2, 28 students in the high N-gain group in the experimental class apply both the singing and demonstration methods, two students in the moderate N-gain category, and no students in the low N-gain category. While in the control class, 17 students had a high gain increase, 8 students had a

moderate gain increase, and 5 students had a low gain increase. According to the analysis, the average increase in knowledge of sexual education in early childhood through singing and demonstration methods is 0.83. In contrast, the average increase in understanding sexual education in early childhood through the control

class is 0.64. As a result, it can be stated that teaching sexual education in early childhood through a combination of singing and demonstration is more effective than teaching through a single method.

When the singing and demonstration method is used, students do not receive all of the information given by the teacher. However, Students do take an active role in singing along and demonstrating every part of their body. The lesson begins with the teacher teaching students to sing the song "Sentuhan Boleh" in order to increase knowledge about which parts of the body can and should not be touched as an understanding of protecting oneself from sexual harassment in Kindergarten (TK). At the same time, a demonstration method is also provided in which the teacher and students sing the song "Sentuhan Boleh" while demonstrating or demonstrating the parts of the body that others can and cannot touch against students.

The student-centered singing method engages students, allowing students to have a better understanding of sexual education. According to various research, it is explained that children should be given a singing method with moral values. It can develop the kid's personality into a moral child through singing, which instills moral values. Children's appreciation abilities will develop due to singing and music, making it easier for them to express students' thoughts and feelings (Dahlia *et al.*, 2018; Dewi *et al.*, 2017; Susiyati *et al.*, 2019). By incorporating singing and demonstration methods into the learning process, students become more engaged and understand what things should not be touched, how the body functions, how to conduct toilet training correctly, and how to identify their gender using positive and affirming words. Studies illustrate that the demonstration method can correct errors that occur while learning through observation and concrete examples by showing the actual object (Anjaswari & Masudah, 2017; Hardianti *et al.*, 2020).

The singing and demonstration methods can assist in providing sexual education learning in early childhood in an easy-to-understand way

that can generate students' enthusiasm and enthusiasm for learning, as lessons are not just focused on memorization. Singing methods and demonstrations of sexual education in early childhood can straighten children's sexual understanding and behavior to be more positive by singing and demonstrating. It is supported by several studies that explain that singing and demonstration methods are very effective considering that they have limited vocabulary and are unable to think abstractly at an early age. Thus, combining these two methods will be the best way to ensure that kindergarten kids learn sex education simply and understandably, enabling students to act as the first line of defense against sexual harassment in early childhood (Alucyana, 2018; Dahlia *et al.*, 2018; Solihin, 2017).

Integrating song and demonstration methods into early childhood sex education has a significant impact on students' awareness of protecting the body, learning about the limbs, and their function. It is because by demonstrating how to care for themselves, their limbs, and functions to children, it will be easier for children to understand and imitate, allowing for the development of sexual education at an early age through the habituation and implementation of positive behaviors and the provision of actual examples (Izzati & Yulysofriend, 2020; Nurhayati, 2020). Choosing the appropriate method of teaching is essential in the development of student learning. One of them is singing learning methods and demonstration methods that can allow kids to enhance their logical thinking abilities. Through songs and movements done by children, children's thinking power and reason logically will increase (Kamtini & Sitompul, 2019; Ridwan & Awaluddin, 2019).

Additionally, the integration of the singing and demonstrating methods encourages students who show their learning styles. Students with auditory, visual, audio-visual, and kinesthetic learning styles are highly motivated by learning activities that incorporate these two learning methods. Meanwhile, several studies indicate that when only one method is used,

some students with particular learning styles may have difficulties understanding or memorizing the lesson. (Hermawati & Suyadi, 2020). Thus, this study emphasizes that integrating a song and demonstrating methods into the learning process is more effective than simply using one way to improve early childhood sexual education.

CONCLUSION

The study concludes that there is a significant effect of using song and demonstration methods on early childhood sexual education understanding. Singing improves knowledge, cognition, and vocabulary regarding which body parts other people are permitted to touch. By using demonstration methods such as body movements while singing, students can memorize what the teacher has taught. As a result, the integration of song and demonstration methods can teach early childhood sexual education understanding. It is because the combination of these two methods can provide children with more direct experience than children who only see or listen. By combining the two methods, kindergarten students can use all five senses to understand the concept of sex education at an early age.

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