

TEACHER TOOLS IN EARLY SEX EDUCATION***Melda Rumia Rosmery Simorangkir**

Universitas Kristen Indonesia

Received 14th February 2021; Accepted 20th March 2021; Published online 15th April 2021

Abstract

Early childhood sex education must be taught to children to teach children to protect themselves from others outside themselves. This research was conducted at Kindergarten Joy Kids Elohim Bekasi- Indonesia, this study aims to measure the importance of the role of teaching aids in teaching early childhood, especially when teaching sex education through self-learning theme materials at Joy Kids Elohim Kindergarten. In this study, the research design used was a qualitative method based on the post-positivism philosophy with a descriptive approach. The results showed that media learning activities are very much needed, teaching aids are a basic need for early childhood education to carry out learning activities. The use of teaching aids needs to be developed, teachers must continue to attend self-development training in order to continue to be able to adapt to the needs of children in the teaching and learning process.

Keywords: Props, Sex Education, Early Age.

INTRODUCTION

In the world of education, there are various media in teaching, these various media continue to experience updates to make it easier for teachers to deliver material to be taught to students. Teaching aids which are part of learning media are needed by teachers and students in the process of teaching and learning activities, learning media are believed to help students understand the concepts / prescriptions in various subjects. Education certainly must reflect three aspects in life, namely cognitive, affective and psychomotor, although there are formal and non-formal early childhood education institutions, they still need teaching aids to stimulate children to be interested in the material being taught. Teaching aids that teachers make in early childhood education will stimulate children's actions, senses of hearing and vision to make it easier to store in long-term memory. Putri (2017) explains that neurologically it can be proven that 50% of children's intelligence is formed in the first 4 years of age, the next 4 years the development of children's brain abilities reaches 80% and at the age of 18 years, children's brain development becomes 100%. Sri (2018) in her research results found that when children listen to material with audio-visual media the child will receive 8.81% of the material presented, while looking through the media of children's story books will receive 6.69% of the material presented. Of course, when combined with seeing and hearing, the child's ability to develop and receive learning material is more optimal than just hearing or just seeing. The teaching aids presented by the teacher will certainly help students to optimize their listening and seeing abilities, so that teaching aids can be used optimally, must be prepared as much as possible. Without careful preparation, the teacher will certainly find it difficult to prepare props and will spend a lot of free time. Suwardi *et al.* (2016) explain that the teaching aids used to teach students in class must be prepared as well as possible, attract and stimulate students. Teaching aids made by the teacher must also build imagination so that students are able to compare and analyze objects in their environment.

Learning media using teaching aids is not only needed in early education, even in higher education lecturers are also creative to develop themselves in making learning media using various teaching aids. Talizaro (2018) learning media will certainly make teaching and learning activities in class more effective and able to increase good interaction relations between lecturers and students or what are called educators and students. Learning media is a method that is powerful enough to overcome boredom in learning activities and is able to provide comprehensive information from educators to students. In delivering sex education to early age students, of course, proper and correct teaching aids are needed to convey the material, so that students can understand the material given and do it properly. Sri (2017) in her research explained that there are various ways that can be done to be able to provide a precise understanding of sex education in early childhood. One of them is by playing the snake and ladder game, the snake and ladder game of communication will be awakened both verbally and non-verbally. Suppiah *et al.* (2018: 64) explain their opinion that the teaching aids used for early childhood are very varied and unique, so all early childhood teachers must master them well. "In addition, teachers are advised to be given adequate training and skills in the aspects of making and using teaching aids in order to improve the quality of the teaching process, especially in the pre-school science and technology component." Through the results of his research, he explained that teachers must take part in various self-development trainings in an effort to improve self-quality in the use of teaching aids so that the learning process can be maximized.

Teaching aids which are quite important in learning media Fransina *et al.* (2018) explain that teaching aids are anything that can be used by educators to stimulate thinking styles, emotionally, and motivate students during the teaching and learning process which is useful for helping educators and students so that learning activities become systematic and students find it easy to find a match between class and outside the classroom. Mastering the use of teaching aids in teachers must be owned so that the learning process is interesting and not boring. Teaching aids can be found anywhere according to the ability of teachers who multiply their abilities. Arief and Sita (2013) can design teaching aids to be simple technology

by utilizing used materials, this will certainly reduce production costs and minimize environmental pollution. The use of used materials as teaching aids will certainly attract the imagination and creativity of students, a positive response from students to learning will certainly build students' learning motivation. The great impact of teaching aids on the learning process was also expressed by Manthra *et al.* (2018) teaching aids help learning activities to be effective and positive and able to increase student interest in subjects. Through the website of the Indonesian Child Protection Commission, it was found that there were 608 cases of complaint data in the pornography and cyber crime cluster in 2017, 679 in 2018, 653 in 2019 and 526 in 2020. Through kompas.com, different data were found at the National Commission for Child Protection which revealed that in 2020 there were 2,700 reports of violence against children and 52% of them were reports of sexual violence against children. This is not a small number, considering that 2020 is the year when children are almost together with their parents because of the COVID-19 pandemic. To prevent the need to protect children from various forms of sexual violence, the only appropriate way is to conduct sex education at home and collaborate with schools. Sex education at an early age must include parents at home, parents being the first individuals to teach about how children take care of themselves from an early age. Alexandros (2001) suggests that parents believe attention to children's sexual development should begin even in the pre-school years and that inappropriate scenes at home or on television can have a negative impact on children's sexual behavior. They also believe that parents or teachers who are involved in sex education must have a special personal role as well as good training so as not to misunderstand their children. This view is in line with Joy (2001) who explains that parents must be equipped with education and a broad understanding of educating their children, even though mothers have a big role for their children. but fathers also have to teach and educate children. Through extensive education to parents about sex education for children from an early age, it is evident that there is open communication between parents and children, especially mothers about what they experience and feel. Sex education is very necessary not only to protect children from other people who want to bully but also to teach children to take good care of themselves. Budi et al, (2017).

"Provided a description that the materials about the skills to protect themselves from sexual violence is the most needed matter of Early Childhood Education teachers. The material that needs to be included in a Early Childhood Sex Education is the introduction of the gender, the introduction of self-identity, the relationship of men and women and ways to maintain the health, and the introduction of reproductive organs and functions. "

Providing understanding of sex education at an early age is a material needed by early childhood. Sex education at an early age illustrates that they need to have skills to protect themselves from sexual violence. Materials that need to be included in Early Childhood Sex Education are the introduction of gender, identification of identity, the relationship between men and women and ways to maintain health, as well as the introduction of reproductive organs and functions. Early childhood sex education must be taught to children to teach children to protect themselves from others outside themselves. This research was conducted at Kindergarten Joy Kids Elohim Bekasi- Indonesia, this study

aims to measure the importance of the role of teaching aids in teaching early childhood, especially when teaching sex education through self-learning theme materials at Joy Kids Elohim Kindergarten.

RESEARCH METHODOLOGY

In this study, the research design used was a qualitative method. Sugiyono (2008) explains that qualitative research itself is a research based on the philosophy of post positivism, research is intended to examine natural objects, in this study the experiment is the opposite and the researcher himself is the key instrument. Data collection techniques in qualitative, data analysis itself is inductive / qualitative. The results of qualitative research themselves place more emphasis on meaning than generalization.

RESULTS AND DISCUSSION

Learning carried out in early childhood education is not carried out separately, each developmental area is presented in an integrated manner and is discussed as a whole. In Indonesia, early childhood learning in schools uses thematic learning units, thematic itself is a unit in the learning process that connects various subjects from basic competencies and is integrated in one learning theme. However, the theme itself is not the goal in learning. Teachers have a role in achieving learning goals in class, including providing sex education to children through the themes taught, especially the theme themselves. Researchers focused their research on self-themes, self-themes were carried out for 4 weeks face-to-face. In 1 school year, Joy Kids Elohim Kindergarten has 12 themes which are divided into 6 themes each semester according to the 2013 curriculum education unit.

Table 1. Themes Semester 1 Kindergarten Joy Kids Elohim

No.	Theme	Time Allocation
1.	Self	4 Weeks
2.	My needs	4 Weeks
3.	My environment	3 Weeks
4.	Beast	3 Weeks
5.	Plant	3 Weeks
	Total	17 Weeks

Table 2. Themes Semester 2 Kindergarten Joy Kids Elohim

No.	Theme	Time Allocation
1.	Recreation	2 Weeks
2.	Profession	3 Weeks
3.	Water, Air, Fire	3 Weeks
4.	Communication tool	2 Weeks
5.	Soil	3 Weeks
6.	Universe	3 Weeks
	Total	17 Weeks

Joy Kids Elohim Kindergarten divides the theme itself into several sub-themes which are developed in the table as follows:

Joy Kids Elohim Kindergarten in delivering self-theme learning materials, in this case the teacher explains in a sequence so that students can easily have a picture of the learning delivered by the teacher. The teaching aids used by the teacher were in the form of images of the senses, pictures of body parts, pictures of boys and girls uniforms, body puzzles, videos and explanations of how to care for and care for the body with pre and post tests.

Table 3. Self-Theme Development

Theme	Sub Theme	Specific Theme
	Personal identity	a. Name b. Gender c. Address
Self	The five senses	a. Eyes b. Nose c. Ear d. Skin e. Mouth
	Limb	a. My Body b. Personal Hygiene c. Take care of myself

Table 4. Development of Own Themed Activity Plans

Performance Ability	Activities
Cognitive	1. Mention and find out; name, age, name of parent, gender, home address, name of sibling. 2. Match the picture 3. Name the image with dot to dot 4. Compiling puzzle pieces (pictures of limbs) 5. Group geometric shapes on the limbs
Motor Physical	1. Cut paste images of the five senses 2. Cut out the limbs 3. Complete the form of person 4. Matching male and female gear
Religious Morals	Explain which body parts can and should not be touched by others (people outside themselves) and seen by others. Take a stand when someone touches a limb that no one else should touch.
Language	Mentioning body parts, mentioning the functions of the limbs mentioned by the teacher or student, and how to care for them (for example: bathing, washing your face, cleaning yourself after the toilet, washing hands, cutting nails, cutting hair, and so on). Students cut and paste, distinguishing male and female human figures and their equipment.
Social Emotional	1. Practice brushing your teeth, 2. Practice washing your hands 3. Practice permission when going to the toilet.
Art	1. Movement and song about keeping the body 2. Coloring the picture

Source: Joy kids curriculum

Students are very enthusiastic. Before this learning activity is carried out, the teacher first explores the child's ability about the five senses by showing a picture of the sense organs which is then mentioned one by one by the students. In the core learning activities, the teacher explains learning by implementing multi-learning methods which are assisted by various teaching aids such as: assignment methods, demonstrations, projects, question and answer and carried out cooperatively so that the learning and teaching process activities are very interesting and motivate students. The teaching aids that teachers can use in teaching include educational aids, these teaching aids must contain educational values, are interesting, simple, easy to use and able to stimulate children's cognitive, affective and psychomotor development. In learning activities students are taught how to care for and take care of themselves, maintain personal hygiene and touch the good and bad of people outside themselves. Sex education from an early age at Joy Kids Elohim Kindergarten Bekasi, Indonesia is going very well. Teaching aids in class really help teachers in delivering learning material so that students are not bored and stimulated to ask questions related to the material taught by the teacher.

Conclusion

Early childhood sex education is very necessary for children to look after and care for themselves from an early age, teachers collaborate with parents to work together to provide a correct understanding of the child's self-identity. Parents also have a big enough role to help at home so that the positive message conveyed is achieved. In media learning activities it is very necessary, teaching aids are a basic need for early childhood education to carry out learning activities.

The use of teaching aids needs to be developed, teachers must continue to attend self-development training in order to continue to be able to adapt to the needs of children in the teaching and learning process.

REFERENCES

- Astuti, B., Sugiyatno, S. and Aminah, S. 2017. The development of early childhood sex education materials for early childhood education (ECE) teachers. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 4(2), 113-120.
- Astuti, S. W. 2017. Pendidikan Seks pada Anak Taman Kanak-kanak Melalui Metode Permainan Ular Tangga "Aku Anak Berani" (Studi Deskripsi Komunikasi Interpersonal Anak dalam Bermain Ular Tangga "Aku Anak Berani"). *Promedia*, (2), 236-251.
- Hartati, S. 2019. Pengaruh Media Audio Visual Terhadap Stimulasi Sensori Pendengaran Bagi Anak Toddler di TPA/PAUD. *Early Childhood Education Journal of Indonesia*, 2(1), 1-5.
- Kakavoulis, A. 2001. Family and sex education: a survey of parental attitudes. *Sex Education*, 1(2), 163-174.
- Manthra Prathoshni, S., Vishnu Priya, V., & Gayathri, R. 2018. Effect of teaching aids on student's academic performance in professional courses. *Drug Invention Today*, 10(12).
- Nachiappan, S., Osman, Z., Hassan, N. M., Jamil, N., Hussein, H., Othman, M. and Suffian, S. 2018. An analysis of the criteria and effectiveness of using teaching aids in preschool science and technology components in Malaysia. *Development*, 7(1).
- Nomleni, F. T. and Manu, T. S. N. 2018. Pengembangan media audio visual dan alat peraga dalam meningkatkan

- pemahaman konsep dan pemecahan masalah. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 8(3), 219-230.
- Pebriana, P. H. 2017. Analisis kemampuan berbahasa dan penanaman moral pada anak usia dini melalui metode mendongeng. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 1(2), 139-147.
- Suwardi, S., Firmiana, M. E. and Rohayati, R. 2016. Pengaruh Penggunaan Alat Peraga terhadap Hasil Pembelajaran Matematika pada Anak Usia Dini. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 2(4), 297-305.
- Walker, J. L. 2001. A qualitative study of parents' experiences of providing sex education for their children: The implications for health education. *Health Education Journal*, 60(2), 132-146.
- Widiyatmoko, A. and Nurmasitah, S. 2013. Designing simple technology as a science teaching aids from used materials. *Journal of Environmentally Friendly Processes*, 1(4), 26-33.
- <https://www.kpai.go.id/publikasi/infografis/update-data-infografis-kpai-per-31-08-2020>
- <https://megapolitan.kompas.com/read/2021/01/04/15361151/komnas-pa-ada-2700-kasus-kekerasan-terhadap-anak-selama-2020-mayoritas>
