

The Urgency of Social Problematic as Sex Education Material and Media In PAUD

Ambarsari Utaming Gustinah¹, Harun², Roudlotul Islamiyah³

^{1,2,3}PAUD, Universitas Negeri Yogyakarta, Yogyakarta

e-mail: ambarsariuge14@gmail.com¹, harun@uny.ac.id², roudlotulislamiyah84@gmail.com³

Abstract

This study aims to analyze the influence and relationship as a form of conformity between the application of material and learning media in sex education in Early Childhood Education (PAUD) in child protection efforts. The research sample was 34 teachers in Surabaya who were randomly selected. This research uses an ex post facto quantitative approach with data collection techniques using a questionnaire. The analysis technique uses simple linear regression because this study did not do anything so only wanted to find out whether there is an influence and the relationship between the application and sex education material in learning media in PAUD. The results of this study are tcount> t table and p value (sig) of 0.036 (<0.05) means that Ho is rejected and Ha is not rejected (accepted). Based on the results of this study it can be concluded that there is a significant conformity (13.1%) between the application of material and media, especially about social problems in sex education in early childhood education which is most important and urgent to give to children.

Keywords: Sex Education, Learning Media, Early Childhood Education, Child Protection

1. Introduction

The influence of technological development during the industrial revolution 4.0 has directly or indirectly made it easier for children to see and hear pornography or violence that is incompatible with the age of the child (Idha Zakiah Ibrahim et al., 2018). Kita and Buah Hati Foundation data it revealed that 67% of 2,818 children revealed confessions that they had accessed or viewed pornographic content (Rilianti & Ima, 2011). It can be a threat to children related to violence and sexual crimes. Sexual crime in children have such a deep effect on a child's growth and development that it causes trauma, so that it can interfere with the mental state of the child until adulthood.

The child will be very easy to record and imitate what he sees and hears so that it is necessary to provide the right knowledge so that it is able to avoid sexual crimes and other adverse influences. Number of cases of violence or sexual crimes in children make parents worry so feel that social problematic about sex education is very important to teach the children. It is also in line with Sidabutar & Suhatrizal (2019) opinion that society needs to be more observant and sensitive to the environment because crimes can be committed by anyone and against anyone so that anyone can be subjected to crime, be it adults or minors.

Data on violence and sexual abuse obtained from child protection services (LPA) or the Indonesian Child Protection Commission (KPAI) children in East Java are increasing. The data received is as follows in 2015 to 2018 there was an increase of 12% in 2015, 11% in 2016, 13% in 2017 and 17% in 2018. The data further reinforces the importance of public understanding or the lack of the needs or will of teachers and the public with the selection of themes/content/materials in the book makes the giving of appropriate material and appropriate in the medium of sex education as one of the efforts in protecting children from sexual violence and crimes.

The process of providing knowledge and teaching about sex education and the suitability of material content in the learning media as a child protection effort from crime and sexual harassment is paramount. Books that become learning media have an important role but a few years ago there was the withdrawal of a sex education book called "Aku Berani Tidur Sendiri (I Dare to Sleep Alone)" published by one of the major publishers in 2017 (Yusuf Asyari, 2017). The book describes the developmental phases of psychosexual children by telling

*Corresponding author.

stories using images or cartoons. Readers of books The readers of the book think that the content in the book is still not suitable to be read for children. The new question that will arise from this is what sex education material is already considered appropriate for early childhood and how important the suitability between the application of material and the media about sex education is for the child. Book "Toddlers Live Smoothly Reading" also a book that is considered to contain content that is not suitable for early childhood. The book contains material about Lesbian, Gay, Biseksual, Transgender (LGBT) contained in the sentence "Grandpa loves shemale", "Widia can marry Vivi", and "Fafa feels himself a woman" (P. D. A. Saraswati, 2018). The free circulation of the book in the community makes parents and teachers more careful in giving media especially books to children because all books or media are safe and the material in them is completely suitable for early childhood.

Another medium that can affect a child is the spectacle of a child. Television and on the internet (youtube) although in the form of cartoons that are not uncommon there is a spectacle that shows the behavior of the rough, hard, and not in accordance with the norms especially the spectacle that invites the occurrence of sexual crimes or other harmful influences. Child Protection commission (PKI) in its official website stating that a lot of the cartoon film, which still contains elements of pornography and violence so that not all cartoon movies are safe to watch the child (RG, 2017). The control will be the use of such media is also a concern because the media should be able to help in providing teaching about sex education is sometimes not optimal or not in accordance with the material of sex education that should be applied to the child.

Based on the results of a questionnaire given to teachers in one of the cluster of early childhood education in Surabaya stating that 30 teachers out of 34 teachers do not know the certainty about the material of sex education what is the appropriate course to be given to the children in learning in school. Uncertainty over the matter of sex education in teaching and learning in early childhood education, a concern by teachers because it will affect the content in the media of sex education that is given is not optimal and not appropriate for children. It would also tend to provide a gap for all sexual crimes to the child.

Education, especially early childhood education, expected to understand more about sex without undisguised and with truth because of the attitude of a child who has a want to know more it is feared the child will look for answers themselves without the control of adults. In addition, at this age children are still very vulnerable if the learning materials are not exactly going to harm the child itself. Therefore, the implementation of early childhood education should pay attention to and in accordance with the stages of child development (Ita, 2018). Early Childhood Education (ECE) into the right places to give good victuals with the importance of all forms or all things that are able to maximize all children's potential in accordance with aspects of the growth and development of children including sex education.

Sex education has been widely recognized to have a very important impact on the life of the child (Tabatabaie, 2015). Sex education that is given with the right to be spared from the risk of sexual violence, have a sex partner who is a little more appropriate in the use of self-protection, and rarely become pregnant in teen age (Robinson et al., 2017). Phase in of sex education in early childhood within the three phases of psychosexual phase oral (sucking), the phase of the anal (the anus as the center of attention), and the stage's phallic (pay attention to the state of his own genitals, toying with him, sometimes even to compare with peers) (Crain, 2014). The material of sex education that can be given to early childhood in accordance with the phase in the psychosexual development of the child at least include (Aziz, 2015): (1) Differences in physiology and anatomy between men and women as well as the social consequences and the law. (2) Status of the person (mahram) in the family. (3) Circumcision for boys and girls. (4) Attitude of masculinity and femininity. (5) Nakedness, care for the body makeup, and clothes. (6) Bed and chatting in the family. (7) Related to reproductive health such as pregnancy, birth, and breastfeeding. (8) Association of same-sex and inter-gender. (9) Social Problems (sexual violence).

Learning Media which became a tool that could help in giving the material proper sex education in early childhood. Learning Media as a tool used to provide information that learners need but the use of media that exists today is still fairly limited (Saraswati & Wijayanti, 2018).

Learning Media is recognized as one of the success factors of learning because with the media (From 2018). Learning Media is a tool to implement a process in the learning process (Widodo & Wahyudin, 2018).

Materials and media that are not appropriate will give less impact both on the children because the goal of sex education is not delivered well so that the potential occurrence of crime and sexual violence on children is still large. The Child Protection act No 35 of 2014 as government regulation to protect the child states that parents (guardians) are obligated and responsible for the nurture, nurture, educate, and protect children, foster children according to ability, talent, and interest, prevent the occurrence of marriage at the age of the child, and provide character education and instill values of ethics in the child. This is in accordance with the results of the research of (Sukmahidayanti, 2015) namely the need for preparation by selecting media and learning materials according to learning used included in sex education so that the goal of sex education is reached.

Some of the exposure above shows that the application and the suitability of the material in the media sex education is very important to be analyzed further. This is caused by the application of sex education that do not seperuhnya in accordance with the material in the learning media for early childhood. Therefore, this study has the objective to analyze the influence and relationship as a form of conformity between the application and the material education of sex in media learning in Early Childhood Education (ECE) efforts in the protection of children. The hypothesis of this research that there is influence and relationship as a form of conformity that significant between the application and the material education of sex in media learning in Early Childhood Education (ECE) efforts in the protection of children.

2. Methods

This study uses a quantitative approach with the type of research ex post facto because the research is to explore the influence and relationship between the two variables, namely the independent variable (the implementation of sex education) and the dependent variable (suitability of the material in the media sex education) in which the researcher does not have direct control over independent variables because of the phenomenon difficult in manipulation (Siregar, 2014). The subject of this research is 34 early childhood Teachers (Early Childhood Education) in Surabaya randomly selected or random. Data collection in this research is to koesioner. Koesioner contains 18 questions/items based on the instrument that has been made of the four material aspects of sex education. Charging koesioner by choosing 1 (one) of 4 (four) options/levels, namely for the variable application (always, often, sometimes, and never) and the variable appropriateness (highly appropriate, appropriate, less appropriate, not appropriate).

Table 1. Research Instruments

No	Aspect	Sub Aspect
1	The difference in the philosophy and anatomy between men and women	1. The difference in hair and the adam's apple between men and women 2. The introduction of the breast and the difference in the genitals (vagina and penis) 3. Circumcision male and female 4. Pregnant, childbirth, and breastfeeding 5. Members of the body which should not be held or seen other people (vagina/penis, breast and rectal)
2	The Status of the family and spending time with family	6. The Status of the person (mahram) in the family 7. Knock on the door when will enters the room to someone else 8. Clock in parents ' room 9. The division of the rooms according to the type according to gender
3	Take care of yourself	10. The nakedness in accordance 11. Toilet training

No	Aspect	Sub Aspect
4	Social problems (sexual violence)	12. Decorated in accordance according to gender
		13. Clothing according to the type of gender
		14. Hang out with friends of similar and different gender
		15. Be careful with people who are not known
		16. Avoid the child to see the video or the spectacle that contain pornography
		17. Listen to songs that contain pornography or adult content (love/divorce/heartbreak etc.)
		18. Shy away from someone who wants to hold the members of the body that is protected (vagina/penis, breast, and rectal)

Data analysis in this study with the simple linear regression analysis with SPSS 21 with the model of simple linear regression equation in this research is as follows:

$$\hat{y} = a + bx \quad (1)$$

Criteria for acceptance and rejection of hipostesis in this research (Siregar, 2014:300), namely: if $t_{count} > t_{table}$, or if significant ≤ 0.05 , then the hypothesis of observation (H_0) is rejected and alternative hypothesis (H_a) accepted and $t_{count} \leq t_{table}$, or if significant > 0.05 , then the hypothesis of observation (H_0) is accepted and hypothesis alternative (H_a) rejected. Test Requirements used in this research is normality test, homogeneity test and linearity test. Testing normality is to minimize errors and test of homogeneity of variance (variance) are necessary so that differences are not caused by differences in the basic data.

Validity and reliability test conducted with 20 teachers who were not included in the study sample which was analyzed with SPSS 21. Test the validity by comparing the number of the count r and r table with the results of all of the items have the r table is more than 0.3 so declared invalid. Reliability test using test cronbach's alpha with the results of 0.959, which is greater than 0.6 so that the declared reliable or reliable.

Table 2. Test Reliabilitas Research

Cronbach's Alpha	N of Items
.959	18

3. Results and Discussion

The Results of The Test Requirements

Data from the results of the charging koesioner obtained 34 data from early childhood Teachers (Early childhood Education) which is entirely of the female gender with the age of about 23 to 45 Years has been teaching 1 to 7 Years old. All the interviewees know and apply sex education in teaching in early childhood education and 21 teachers understand it through experience either his own experience or learn the experience of others, while the rest of the media, books, internet, and television.

The Data that there has been then tested the requirement, namely, normality test, homogeneity, and linearity by SPSS 21 to determine the data normal distribution and the distribution is homogeneous. Normality test can be seen from Table 2.

Tabel 3. Requirements Test the Normality of Data (*Kolmogorov Smirnov Test*)

		Unstandardized Residual
N		34
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	10.54622036
Most Extreme Differences	Absolute	.198
	Positive	.124

	Negative	-.198
Kolmogorov-Smirnov Z		1.157
Asymp. Sig. (2-tailed)		.137

Based on the tabel 3 then it can be taken the conclusion that the significance level or probability value above 0.05 i.e. 0.137 which means that the data obtained in this study is normal and normality test have been met.

Test requirements other requirements test the homogeneity of which can be seen in table 3. Homogeneity test is used to see the spread of the data is homogeneous or not.

Table 4. Test Results the Requirements of The Homogeneity Of The Data

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
.850	1	66	.360

Based on table 4 it can be taken the conclusion that the significance level or probability value above 0.05 that is 0.36 which means that the data obtained in this study is homogeneous and the homogeneity test have been met.

Table 5. Test Results the Requirements of The Linearity Data (Linierity Test)

		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Kesesuaian * Penerapan	Between Groups	3476.402	23	151.148	2.025	.123
	Within Groups	552.384	1	552.384	7.401	.022
	Total	2924.018	22	132.910	1.781	.173
	Linearity	746.333	10	74.633		
	Deviation from Linearity	4222.735	33			

Based on Table 5 it can be taken the conclusion that the significance level or probability value is below 0.05 that is 0.02 which means that the data obtained in this study is linear and the linearity test has been met.

Normality test, homogeneity, and linearity has been met then the test requirements for using linear regression analysis sederhana pun have been fulfilled so that the data or this study can be analyzed using simple linear regression using SPSS 21.

The Results of the Research Findings

The results of the findings obtained in this study after data koesioner received or obtained from 34 Teachers in accordance with the terms normality test, heredity, and homogenitas. Based on the results of koesioner that has been distributed to 34 Teachers in Surabaya by answering the 18 question items of the data obtained as follows as the findings in the research:

Table 6. Results Koesioner Sex Education

No	Item	The application		The suitability	
		Scores	%	Scores	%
1.	The difference in the philosophy and anatomy between men and women	472	25.28	494	25.53
2.	Family Status and chatting with family.	363	19.44	375	19.38
3.	Take care of yourself	477	25.55	488	25.22
4.	Social problems (sexual violence)	555	29.73	555	28.68
	Score	1867	100	1935	100

The results of these findings can be seen that the material of sex education that is always applied and appropriate or not deemed urgent to be used as the content/material in the medium of learning is social problems (sexual violence) a number of 29.73% and 28.68% and the material are rarely applied and are considered not appropriate or is still deemed not too urgent to be used as the content/material in the medium of learning is the status of the family, chatting with family, and the Rules of sleep a number of 19.44% and 19.38%.

The results obtained from calculation or analysis of data through questionnaires sex education that have been distributed once it has been deemed eligible in the test of normality and of homogeneity that has been done. The following are the results of the analysis that has been contained in table 7 to table 10 which consists of descriptive statistics, model summary, anova, and coefficients from the results of simple linear regression analysis with SPSS 21.

Table 7. The Mean and SD of the Application and the Suitability of the Material in the Media Sex Education

	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Kesesuaian (y)	56.91	11.312	34
Penerapan (x)	54.91	9.590	34

Table 7 can be explained that the average value of the variable conformity of the material in the learning media is 56.91 or 57 with a standard deviation 11.312 and the average application of sex education is 54.91 or 55 with a standard deviation 9.591.

Table 8. The level of Correlation of the Application and the Suitability of the Material in the Media Sex Education

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R</i>	<i>Std. Error of the Estimate</i>
1	.362 ^a	.131	.104		10.710

In table 8 it can be seen that the level of correlation or relationship (R) between two variables is strong namely 0.362 or 36.2%. Adjusted R square (r²) is the coefficient which shows the numbers 0,131 this means the implementation of sex education as a variable x contributes 13.1 % to the variable y, namely conformity, while the remaining 86.7% (100%-13.1%) is influenced by other factors that could affect the level of conformity of the material of sex education in media studies.

On The Std. Error of the Estimate is 1.91346 (standard error of estimation), the smaller standard error compared to standard deviation will make the regression model more appropriate in predicting the dependent variable (10.710 < 11.312).

Table 9. Simple Linear regression of the Suitability of the Material in the Media Sex Education (ANOVA)

<i>Model</i>	<i>F</i>	<i>Sig.</i>
<i>Regression</i>	4.816	.036 ^b
<i>Residual</i>		
<i>Total</i>		

The results of the anova test obtained F test ratio amounted to 4.816 and p value (sig) of 0.36 (<0.05), meaning that the regression model can be used to predict the suitability of the material of sex education in the learning media which is owned.

Tabel 10. The Regression equation of the Suitability of the Material in the Media Sex Education (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.484	10.832		3.091	.004
	Penerapan	.427	.194	.362	2.195	.036

Table of the coefficients explains that there is one independent variable (x) are included in the regression model. Variable application of sex education has the value of the t statistics (t) of 2,195 and ttable 32 is 1.69389 (N=34-2(degrees of freedom) = 32) so tcount > ttable and p value (sig) of 0.036 (<0.05) means that the application of sex education affect the suitability of the material of sex education in media studies. The results of the regression equation in this study is:

$$y = 33.484 + 0.427x \quad (1)$$

Beta coefficient of 0,427 states that each additional 1 value on the implementation of sex education will increase 0,427 value on the suitability of the material of sex education in the learning media, if the value of x=1 then $\hat{y} = 34$

$$y = 33.484 + 0.427(1) \quad (1)$$

Discussion

The application of sex education with the material in the learning media was considered as one of the most important in instilling understanding and sex education since early childhood. The mou is expected to reduce the level of violence and sexual crimes to a child because the child is already able to apply sex education especially to protect himself. The importance of the equation is the perception of teachers who become perpetrators the use of media of learning and the maker or author of books and other media as a provider of instructional media. The equation of perception that make linkages between the material applied and media learning sex education used. This is reinforced by the opinion of [Sakat et al., \(2012\)](#) who stated that the teacher not only as a giver of information but also provide services in carrying out the activities of learning namely in the form of a media with a material including about sex education in accordance with his age.

Based on the results of the findings obtained in this study that the material of sex education that is most often applied and considered as appropriate is also very urgent to be used as the content/material in the learning media that is social problems (sexual violence). These findings are supported by [\(Astuti et al., 2017\)](#), that the most or is needed in Early childhood education is the provision of material about social problems (how to protect yourself from crime and sexual violence) to the child. Problems material social one is turned away the importance of the child to be able to defend themselvesThe subject of sex education about self-defense from the people who have the intention of bad to the child to be the material most important to be applied by parents and teachers to the child [\(Brown, 2013\)](#). The protection of the above social problems can be provided by embedding the basic spiritual values in children. The provision of material about protect yourself with the basic values of religion and morals as part of the social problem becomes the material of the main in providing sex education to early childhood [\(Adhani & Ayu, 2018\)](#).

The results of the research about the suitability between the application and the material in the media to lessons in line with the statement of [\(Breuner et al., 2016\)](#) which states that both parents are also teachers to get information about sex education better than the material given and also the media used should be in accordance with the age of the child. The suitability of the material and learning media including sex education which will be able to stimulate all aspects of early childhood development through activities learning while playing

(Dewi, 2017). This study is also in line with the opinion of the (Leung et al., 2019; Sanjaya, 2010) stating that sex education should be given to the child with material that is realistic and accurate with the appropriate media to help provide information or material in accordance with the purpose. The suitability of the material with the application of very affecting because in the before implementation should can perform analysis of material learning, especially learning sex with identify aspects according to standard education, the type of material that will be applied, supporting facilities and infrastructures, the learning objectives to be achieved, and the selection of the type of material in accordance with standard early childhood education (Purwanto, 2011; Putri & Citra, 2019). The suitability of such should also pay attention about how big provide the maximum benefit to the child.

The results of this study also reveal that the necessity of preparation in picking the media because it is very influential in menanaman and the application of the material of sex education. The need for preparation by selecting media and learning materials according to learning used included in sex education so that the goal of sex education is reached (Sukmahidayanti, 2015). This is also confirmed by the (Baidawi, 2016) stating that one of the functions of the media that can explain well about the learning materials including sex education to the child. Sex education in accordance with the material and media provided will be get well-being in aspects of biological, social, moral, and psychological (Febrianti et al., 2018).

The results of this study also reveal that the influence of the suitability of the material with the media in the implementation of teacher that only 13.1% and the rest i.e. 86.9% can be influenced by other factors. Other factors that can affect along with of the teacher's knowledge also the other internal and external factors. This is in line with the opinion of the (Prastya, 2016) stating that another factor that can influence the suitability of materials and media, namely the teacher's knowledge, presentation of information, how to deliver or discussion, the ability to give motivation to the children, the ability to set up activities (skills), reinforcement material, and the provision of experiences in learning to the child. The teacher should have keterampilan in providing sex education to children by using the materials, media, and methods that are interactive, varied, and appropriate to the purpose desired (Haberland & Rogow, 2015).

This study is able to explain that there is influence and relationship as a form of harmonization between the application of the material and media, especially about social problems in sex education in early childhood is the most important and urgent to be given to children with 13.1% the percentage of its significance or the level of compliance.

4. Conclusion

The findings stated that the material of sex education that is always applied and the corresponding or is considered to be very urgent to be used as the content/material in the medium of learning is social problems (sexual violence) and the material are rarely applied and are considered not appropriate or is still deemed not too urgent to be used as the content/material in the medium of learning is the status of the family, chatting with family. The conclusion obtained that there is influence and relationship as a form of conformity that significant between the application of the material and media, especially about social problems in sex education in early childhood is the most important and urgent to be given to the child. The importance of conformity between the application and the material of sex education that is complete, make an assessment about the contents of the material that are proper and correctly by the teacher is needed, although not quite significantly but it also gives the influence to the sustainability of the process of sex education is good for children.

References

- Adhani, D. N., & Ayu, R. (2018). Pendidikan Seks pada Anak Usia Dini Dipandang Dari Agama Islam. *Science Education National Conference*, 235–242. <https://doi.org/10.32763/juke.v8i01.71>
- Astuti, B., Sugiyatno, S., & Aminah, S. (2017). The Development of Early Childhood Sex Education Materials for Early Childhood Education (ECE) Teachers. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 4(2).

<https://journal.uny.ac.id/index.php/jppm/article/view/14869/pdf>

- Aziz, S. (2015). *Pendidikan Seks Anak Beekebutuhan Khusus*. Gava Media.
- Baidawi, A. (2016). Using Visual Media in Teaching Speaking. *OKARA Journal of Languages and Literature*, 10(1). <https://doi.org/http://dx.doi.org/10.19105/ojbs.v10i1.811>
- Breuner, C. C., Mattson, G., Adolescence, C. O., & Health, C. O. P. A. O. C. A. F. (2016). Sexuality Education for Children and Adolescents. *Pediatrics*, 138(2). <https://doi.org/10.1542/peds.2016-1348>
- Brown, J. (2013). The NSPCC Underwear Rule Campaign (Encouraging and enabling parents to talk with children to help keep them safe). *Conference on Preventing Sexual Abuse of Children*.
- Crain, W. (2014). *Teori perkembangan: Konsep dan aplikasi*. Pustaka Pelajar.
- Dewi, K. (2017). Pentingnya Media Pembelajaran Untuk Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Usia Dini*, 1(1).
- Febrianti, F., Mahmud, A., Amir, A., & Haling, A. (2018). Sex Education Learning Module Development for Senior High School Students in Makassar City. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 8(2), 59–63. <https://doi.org/10.9790/7388-0802035963>
- Haberland, N., & Rogow, D. (2015). Sexuality Education: Emerging Trends in Evidence and Practice. *Journal of Adolescent Health*, 56.
- Idha Zakiah Ibrahim, Rahmaniar, Zainal, N. A., Mildawati, & Rahmaliah, A. R. (2018). *Penyalahgunaan Sosial Media Pada Anak Di Bawah Umur Dalam Mengakses Pornografi*. <https://doi.org/DOI: 10.13140/RG.2.2.11810.89288>
- Ita, E. (2018). Manajemen Pembelajaran Pendidikan Anak Usia Dini Di TK Rutosoro Kecamatan Golewa Kabupaten Ngada Flores Nusa Tenggara Timur. *Jurnal Dimensi Pendidikan Dan Pembelajaran.*, 6(1).
- Leung, H., Shek, D. T. L., Leung, E., & Shek, E. Y. W. (2019). Development of Contextually-relevant Sexuality Education: Lessons from a Comprehensive Review of Adolescent Sexuality Education Across Cultures. *International Journal of Environmental Research and Health*, 16(4). <https://doi.org/10.3390/ijerph16040621>
- Prastya, A. (2016). Strategi Pemilihan Media Pembelajaran Bagi Seorang Guru. *Prosiding Temu Ilmiah Nasional Guru (Ting) Viii - Universitas Terbuka Convention Center*.
- Purwanto, M. (2011). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. PT. Rosda Karya.
- Putri, S. D., & Citra, D. E. (2019). Problematika Guru Dalam Menggunakan Media Pembelajaran Pada Mata Pelajaran IPS di Madrasah Ibtidaiyah Darussalam Kota Bengkulu. *IJSSE: Indonesian Journal Of Social Science Education*, 1(1). <https://journal.uny.ac.id/index.php/jppm/article/view/14869/pdf>
- RG. (2017). *Tidak Semua Film Kartun Aman untuk Anak*. KPAI.
- Rilianti, A. P., & Ima, A. (2011). Play Study: Educational Game Sebagai Media Belajarpendidikan Seks Bagi Anak Sekolah Dasar. *Pelita - Jurnal Penelitian Mahasiswa UNY*, 6(2).
- Robinson, K. H., Smith, E., & Davies, C. (2017). Responsibilities, tensions and way forward: parents' perspectives on children's sexuality education. *Sex Education*, 1–15.
- Sakat, A. A., Zin, M. Z. M., Muhamad, R., Ahmad, A., Ahmad, N. A., & Kasmoo, M. A. (2012). Educational Technology Media Method in Teaching and Learning Progress. *American Journal of Applied Sciences*, 9(6).
- Sanjaya, W. (2010). *Perencanaan dan Desain Sistem Pembelajaran*. Prenada Media Group.

- Saraswati, D., & Wijayanti, A. (2018). He Developing Of Tematik Teaching Media Magic Puzzle Theme Of “Berbagi Pekerjaan” In Fourth Grade Of Primary School. (*JPDN*), *Jurnal Pendidikan Dasar Nusantara*, 4(1).
- Saraswati, P. D. A. (2018). *KPAI Pertanyakan Motif Penulis Buku Balita Memuat Konten LGBT*. CNN Indonesia.
- Sidabutar, R., & Suhatrizar. (2019). Perlindungan Hukum terhadap Anak yang Melakukan Tindak Pidana Pencabulan pada Putusan. *Jurnal Ilmiah Penegakan Hukum*, 5(2).
- Siregar, S. (2014). *Metode Penelitian Kuantitatif*. Kencana Prenamedia Group.
- Sukmahidayanti, T. (2015). The Utilization Of Instructional Media In Teaching English To Young Learners (A Case Study of an Elementary School Teacher in Bandung). *Journal of English and Education*, 3(2).
- Tabatabaie, A. (2015). Childhood and adolescent sexuality, Islam, and problematics of sex education: a call for re-examination. *Sex Education*, 15(3), 276–288. <https://doi.org/10.1080/14681811.2015.1005836>
- Widodo, S. A., & Wahyudin. (2018). Media Mathematics for Junior School Students. *TOJET: The Turkish Online Journal of Educational Technology*, 17(1).
- Yusuf Asyari. (2017). *Duh, Buku Anak dengan Konten Seks Beredar*. Jawa Pos.