

The Effect of My Body Sticker Media on Sexual Education of Deaf Children in SLB YRTRW Surakarta

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ABSTRACT

Sexual education should be introduced to children as early as possible to protect them from promiscuous behavior. Appropriate educational media can be utilized to enhance understanding of sexual education. Observations conducted by researchers revealed that there are 7 hearing-impaired students at SLB YRTRW Surakarta, identified in May of the 2023/2024 academic year, who have a limited understanding of sexual education. The "Body Stickers" media, which is a visual tool, can be adapted for use in teaching sexual education to hearing-impaired students. This study aims to improve the understanding of sexual education among hearing-impaired children at SLB YRTRW Surakarta. This research uses a quantitative approach with a pre-experimental design of one-group pretest-posttest. Data analysis employs non-parametric statistical methods, and hypothesis testing is carried out using the Wilcoxon test at a significance level of $\alpha = 0.05$. The results show that the Body Stickers media can enhance the understanding of sexual education among 4th-grade hearing-impaired students at SLB YRTRW Surakarta. This is supported by the hypothesis test results, which reveal an Asymp. Sig. (2-tailed) value of 0.017, indicating that this value is less than the significance level of 0.05, thus H_1 is accepted.

Keywords: My Body Sticker Media, Sexual Education, Deaf Children

INTRODUCTION

Sexual violence in Indonesia, especially in children, continues to increase, in the covid-19 era Komnas Perempuan noted that sexual violence facilitated by technology was most highly reported in young people committed by boyfriends and ex-boyfriends (Komnas Perempuan, 2023). Sexual violence has a higher risk of occurring in children with disabilities, one of which is deaf children (Suntari, 2022). Deafness has a complex impact on the sufferer. The impact of deafness includes several aspects, including language aspects, motor aspects, intelligence aspects, emotional aspects, social aspects, and also personality aspects. Like humans who continue to grow and develop, children with special needs also continue to grow and develop like other children. They also show normal sexual development. The results of observations made by researchers in November 2023 at SLB YRTRW Surakarta, found that there were deaf children of prepubertal age who did not understand the concept of personal body parts. They only receive sexual education incidentally when sexual behavior appears in the school environment. As well as explaining the concept of personal body parts systematically cannot be carried out properly.

In 2020, it was recorded that as many as 120 million adolescent girls under 20 experienced sexual violence (World Health Organization, 2020). Throughout 2021, in

Indonesia there were 987 cases of violence against children with disabilities experienced by 264 boys and 764 girls in Indonesia. The same data revealed that the type of violence with the highest number of victims was sexual violence, namely 591 victims (KEMENPPPA, 2021). Sex education for children with special needs seems to still rarely get attention among the community. It is proven that the literature that discusses sex education is still minimal, in fact it is almost non-existent. Even though sex education for them really needs to be given. Because children with special needs in principle have the same development of sexual urges as children in general.

Basically, the learning that is carried out should be given in an interesting way using methods and media that are appropriate to the needs of students so that it is hoped that children can understand the learning provided properly. Deaf students experience limitations in their hearing, in the learning process they use their visual senses more (Firdaus et al., 2021). Learning or introducing the concept of personal body parts in a school environment is impossible to give using the child's body parts directly because during learning it is not possible to open their clothes for a long time. Therefore, teachers need learning media to introduce the concept of personal body parts to deaf children.

Interesting learning can improve children's learning outcomes, one of which is as stated by Tika Yuliani and Armaini in a study that discusses the effectiveness of animated video media in increasing children's sex education knowledge with mild intelligence barriers in class V SLB Kemala Bhayangkari Tanah Datar Regency. Children with mild intelligence barriers are children who have intellectual barriers and have an IQ below the average of around 50-70. Children have obstacles in several aspects, namely emotional-social, language, cognitive, and self-adjustment. Children also need attention during the learning process, which causes children to need special services. The results of this study show that there is an increase in the knowledge of sex education for mildly retarded children, this can be seen from the results of the comparison of the pretest with the posttest (Tika & Armaini, 2019). In another study by Anita and Grahita Kusumastuti that one of the efforts in dealing with the problems of children with intellectual disabilities in learning about recognizing body members is to provide an interesting learning media (Kusumastuti, 2024).

Many media can be used in the learning process of sexual education, one of which is stickers. Stickers are small sheets of paper or plastic that are affixed (KBBI, 2008: 1340). If identified, stickers are not too large, made of strong paper and not easily torn or plastic. Sticker media is very flexible, in the sense that it can be placed anywhere so that stickers have the ability as a very effective media. With the sticker module, students can manipulate or play the teaching material which is a concrete object, thus making students able to learn it well which can hone students' critical thinking skills better. Based on the description above, the purpose of this study is to determine the effect of using my body sticker media on increasing understanding of the concept of sexual education in deaf children at SLB YRTRW Surakarta.

METHOD

This research design is pre-experimental using a one-group pretest-posttest data collection method. The experimental research method is a research method used to seek the effect of certain treatments. So that in his research there are independent (treatment) and dependent (results) variables. From these variables, it is then sought how much influence the independent variable has on the dependent variable (Sugiyono: 2019). The

population in this study were 4 SLB YRTRW Surakarta students. The data to be studied in this study used a non-probability sample technique (overall). Data collection techniques in quantitative method research can be done by means of: questionnaires, structured interviews, and observation (Sugiyono: 2019). In this study, unstructured observations and interviews were used by the teacher, where this interview can be conducted without using an interview guide for data collection, but adjusted to the outline of the problems to be asked. Observation carried out in this study is by direct observation during Project Independent.

The data collection instrument was given to the sample in the form of a test. The test used in the concept of understanding sex education is in the form of a performance carried out at the beginning (pretest) and the end (post-test) of 30 questions. In this research, the method used is non-parametric statistics. Non-parametric statistical tests can be used when testing small-scale data. The test that can be used in this study is the Wilcoxon test. The Wilcoxon test is used to analyze the results of paired observations of two data whether different or not or can also be used for pre and posttest research. The following are the rules for making decisions on hypotheses (Suyanto, Gio: 2017):

- 1) If $Z_{hitung} \leq Z_{kritis}$ then H_1 is accepted and H_0 is rejected.
- 2) If $Z_{hitung} \geq Z_{kritis}$ then H_0 is accepted and H_1 is rejected.

RESULT

The implementation of pre-test activities begins by giving worksheets to children in the form of 30 questions that are done individually. This activity is carried out to find out how far the child's ability to understand basic sexual education material. The results of the pre-test showed that the children's ability in basic sexual education material was still relatively low. Furthermore, treatment activities were carried out using my body sticker media which was carried out for 6 meetings. The material provided is tailored to the age and ability of the students, such as body parts that should not be touched, behaviors that can be done and should not be done between men and women, and good and correct dressing procedures. In order for students to be more active and remember the material that has been given before the treatment is carried out, a material review is held first in the form of mini games or quizzes between students using my body sticker media.



Figure 1. Implementation of the post-test at SLB YRTRW Surakarta

After the treatment activity is over, it is continued with post-test activities. This posttest activity is the same as the pre-test activity, namely giving worksheets in the form of 30 questions individually. This activity is carried out to find out how far the child's ability to understand sexual education material. The results of the post-test showed that there was an increase in the ability to recognize the understanding of sex education material in deaf students at SLB YRTRW Surakarta. Furthermore, the pre-test and post-test data were analyzed using the Wilcoxon Signed Rank Test formula using the spss 26 application. This Wilcoxon test is used to determine the difference in results before and after being given treatment using my body sticker media.

Table 1. Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test				
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	7 ^b	4.00	28.00
	Ties	0 ^c		
	Total	7		

The Wilcoxon test itself is carried out to determine whether there is a difference in the average value of the sample before and after treatment using the media stickers of my body. which can be seen in the positive ranks column there is an increase in the seven samples with a mean of 4.00 and a sum of rank of 28.00. Hypothesis test analysis is carried out after finding the Wilcoxon test results with a table that can be seen as follows.

Table 2. Hypothesis Test Analysis

Test Statistics ^a	
	Post-test - Pre test
Z	-2.384 ^b
Asymp. Sig. (2-tailed)	.017

Based on the results of the statistical table above, it can be seen that there is a significant change between the post-test and pretest. All data is included in the positive rank, which means that the difference is positive or the overall empathetic attitude of the sample has increased. Based on the test statistics output above Asymp. Sig. (2-tailed) obtained is 0.017. Meanwhile, the z score result obtained is -2.384 and the Z table on the normal curve is -1.645. Thus it can be concluded that H1 is accepted because $Z_{hitung} (-2.384) > Z_{tabel} (-1.645)$ and sig value $(0.017) < 0.05$. Based on the accepted hypothesis, it can be understood that there is an effect of using my body sticker media on the sex education of deaf children in SLB YRTRW Surakarta.

The material to be delivered to deaf children should be adjusted as stated by Damayanti that image media is very effective in providing sex education material for elementary school children (Damayanti, 2017). The use of my body sticker media in providing sex education material to deaf children in SLB YRTRW Surakarta shows that children easily capture the material and are enthusiastic because the learning provided is visual so that it attracts children's attention. So far, the suitable learning media for deaf children is visual media. In line with what Kusumawardhani revealed that how to explain learning using visual media by means of lip language / lip movement (oral). Visual media that can be used in learning for deaf children is very varied and easy to find in the

surrounding environment, such as: pictures, graphics/diagrams, reality/real objects of an object, artificial models of objects and slides (Kusumawardhani, 2020).

Learning for deaf children is given with the criteria and abilities possessed by each student. With appropriate learning media, students can better understand the material because it is more effective. Broadly speaking, visual media is media that provides a concrete or unformed picture that is real directly so that it can be felt by users in their five senses. As stated by Faujiah, Sekar and Tiara, visual media has several advantages such as: easy to obtain, practical and efficient and effective, as well as providing imagination in embedding concepts and increasing the attractiveness of students (Faujiah et al., 2022). As stated by Desak putu and I Wayan there is a significant comparison between learning using visual media and conventional learning indicated by learning outcomes as well as student concentration and enthusiasm in participating in learning (Senilai, 2014). This is because deaf children have limitations in the field of communication and information as well as abstract things. In order to make the explanation more understandable and more effective, the use of concrete or real (visual) media can be used when teaching and learning activities (KBM) take place.

CONCLUSION

Based on the results of the analysis and discussion previously described, the conclusion of this study is that there is an effect of my body sticker media on the sexual education of deaf children in SLB YRTRW Surakarta with the results of an increase in pre-test and post-test scores. Thus, children who previously did not understand the basic concepts of sex education, have begun to understand by protecting themselves on body parts that can and should not be touched and can distinguish good and bad behavior after being given treatment. The use of my body sticker media can provide character and ethical cultivation related to sex education as a provision for future life. Sex education should no longer be considered taboo and given to deaf children in pre-adolescence, so that they can protect their bodies and honor and avoid sexual violence, which can destroy their future.

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