

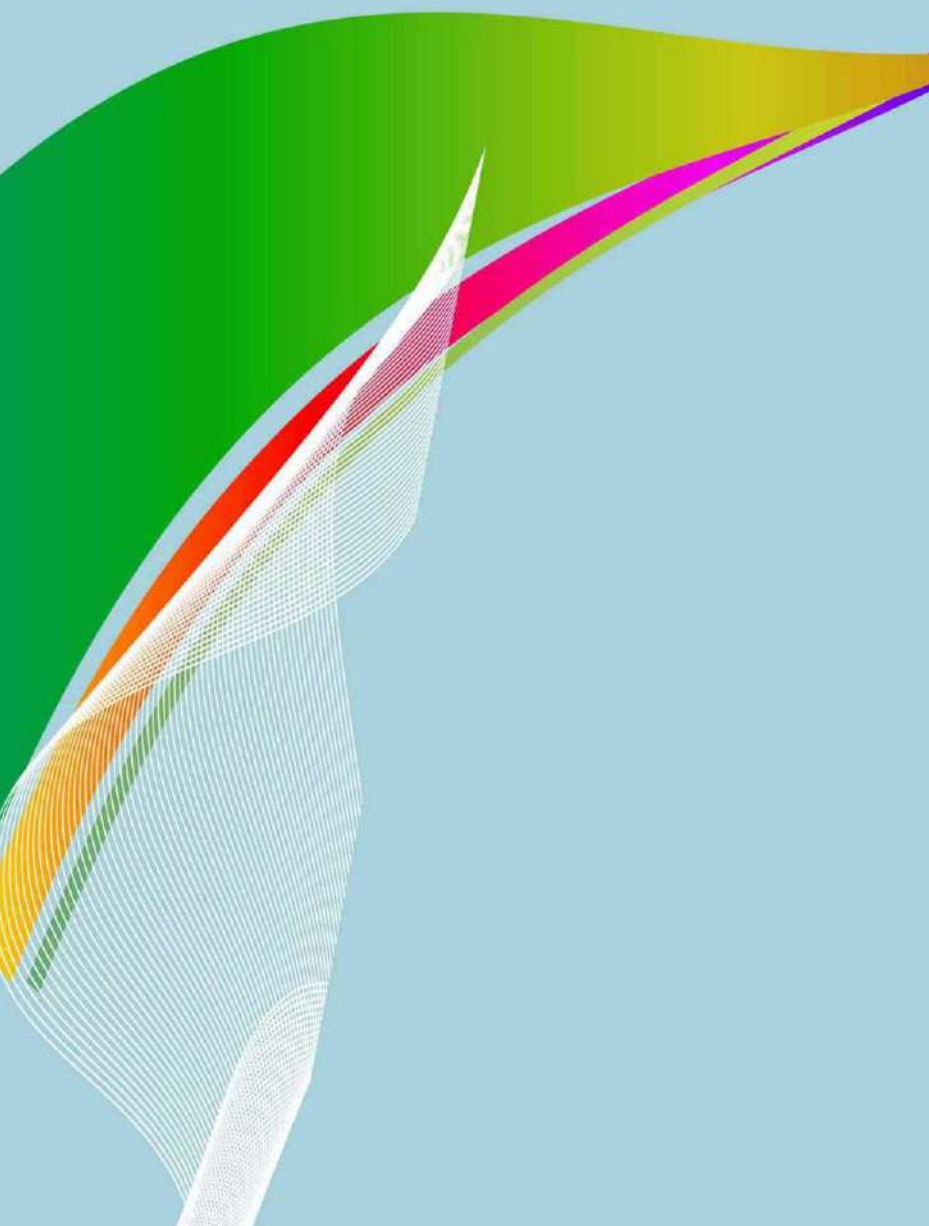
P-ISSN: 2338-8617

E-ISSN: 2443-2067

*Jurnal Ilmiah*

# PEURADEUN

Vol. 9, No. 3, September 2021



 **Clarivate**  
Analytics

Emerging Sources Citation Index  
Web of Science™



INDEX  COPERNICUS  
INTERNATIONAL



**SCAD Independent**  
Accreditation by IAO since 2014  
Copernicus Publications  
The Innovative Open Access Publisher

**JIP**  
The Indonesian Journal of the Social Sciences  
[www.journal.scadIndependent.org](http://www.journal.scadIndependent.org)  
DOI Prefix Number: 10.26811



ACCREDITED "B" by the Ministry of Riset, Teknologi, dan Pendidikan Tinggi  
from October 30, 2017 until October 30, 2022

**Early Childhood Sex Education Media as a Preventive Step for Sexual Violence**

**Dahlia<sup>1</sup>; Sutrisno<sup>2</sup>; Alimatul Qibtiyah<sup>3</sup>**  
*<sup>1,2,3</sup>Sunan Kalijaga State Islamic University, Indonesia*

**Article in Jurnal Ilmiah Peuradeun**

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/656>  
DOI : <http://dx.doi.org/10.26811/peuradeun.v9i3.656>

**How to Cite this Article**

APA : Dahlia., Sutrisno., & Qibtiyah, A. (2021). Early Childhood Sex Education Media as a Preventive Step for Sexual Violence. *Jurnal Ilmiah Peuradeun*, 9(3), 607-622. doi:10.26811/peuradeun.v9i3.656

Others Visit : <https://journal.scadindependent.org/index.php/jipeuradeun>

Jurnal Ilmiah Peuradeun (JIP), *the Indonesian Journal of the Social Sciences*, is a leading peer-reviewed and open-access journal, which publishes scholarly work, and specializes in the Social Sciences that emphasize contemporary Asian issues with an interdisciplinary and multidisciplinary approach. JIP is published by SCAD Independent and published 3 times of year (January, May, and September) with p-ISSN: 2338-8617 and e-ISSN: 2443-2067. Jurnal Ilmiah Peuradeun has become a CrossRef Member. Therefore, all articles published will have a unique DOI number. JIP has been accredited by the Ministry of Research Technology and Higher Education Republic of Indonesia (SK Dirjen PRP RistekDikti No. 48a/KPT/2017). This accreditation is valid from October 30, 2017 until October 30, 2022.

JIP published by SCAD Independent. All articles published in this journal are protected by copyright, licensed under a CC-BY-SA or an equivalent license as the optimal license for the publication, distribution, use, and reuse of scholarly works. Any views expressed in this publication are the views of the authors and not of the Editorial Board of JIP or SCAD Independent. JIP or SCAD Independent cannot be held responsible for views, opinions and written statements of authors or researchers published in this journal. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. Authors alone are responsible for the contents of their articles.

JIP indexed/included in Web of Science, MAS, Index Copernicus International, Sinta, Garuda, Moraref, Scilit, Sherpa/Romeo, Google Scholar, OAJI, PKP, Index, Crossref, BASE, ROAD, GIF, Advanced Science Index, JournalTOCs, ISI, SIS, ESJI, SSRN, ResearchGate, Mendeley and **others**.





## EARLY CHILDHOOD SEX EDUCATION MEDIA AS A PREVENTIVE STEP FOR SEXUAL VIOLENCE

Dahlia<sup>1</sup>; Sutrisno<sup>2</sup>; Alimatul Qibtiyah<sup>3</sup>

<sup>1,2,3</sup>Sunan Kalijaga State Islamic University, Indonesia

<sup>1</sup>Contributor Email: [dahlia@staia-sw.ac.id](mailto:dahlia@staia-sw.ac.id)

Received: Mar 31, 2021	Accepted: Aug 13, 2021	Published: Sep 30, 2021
Article Url: <a href="https://journal.scadindependent.org/index.php/jipeuradeun/article/view/656">https://journal.scadindependent.org/index.php/jipeuradeun/article/view/656</a>		

### Abstract

*This study aimed to overcome problems related to the lack of integrated sex education media in integrated thematic learning so that it can make it easier for teachers to deliver sex education materials to early childhood. This research is a type of research and development. This study employed the Borg and Gall development model which consists of two main objectives, namely developing products and validating the resulting products. The population in this study was Jogja Green School and Aisiyyah Pembina Piyungan Kindergarten. The research sample chosen in Jogja Green School was 13 children and in Aisiyyah Pembina Piyungan Kindergarten as many as 30 children. The questionnaire as an instrument was used to validate and evaluate the quality of the developed product. The data analysis technique applied was descriptive qualitative analysis and descriptive statistics. The results of the study showed that: (1) The results of the validation of material experts, media experts, and education practitioners on the products developed were feasible to use, (2) The results of the limited trial showed that the product developed was suitable for use, (3) The results of the trial were more widely known that the product developed was suitable to use and was effective in increasing knowledge of early childhood sex education.*

**Keywords:** *Early Childhood; Sexuality Education Media; Sexual Violence.*



## A. Introduction

Children in the family structure occupy the weakest position, so they are very vulnerable to all forms of violence, especially sexual violence (Hidayat & Taufiqurrahman, 2021). Sexual violence against children is any type of sexual activity between an adult and a child or a child with a child, where the perpetrator is more powerful than the victim. This act of violence is considered a form of child exploitation aimed at the sexual gratification of the perpetrator (Rini, 2020).

Sexual violence is divided into two types, namely physical violence, and non-physical violence. Physical violence occurs when the perpetrator is in physical contact with the victim, for example touching the child's body part, removing the child's clothes, and engaging in sexual activity with the child through the mouth, rectum, and genital area. Meanwhile, non-physical violence occurs when the perpetrator does not involve physical touch with the victim, for example peeking at children in the bathroom, showing pornographic images or videos, and sexually abusing children through social media (Fitriani et al., 2021).

There are many cases of sexual violence against children committed by biological parents or even those who are still related, such as neglect, child exploitation, trafficking, beatings, humiliation, sexual abuse, rape, incest, early marriage, and several other problems faced by children who are not exposed by the media (Salami et al., 2020). Data from the Indonesian Child Protection Commission or *Komisi Perlindungan Anak Indonesia* (2021) shows that violence against children increased from the previous year. Here is a graph of cases of violence in children from 2016 to 2020.

Table 1. Cases of Child Complaints Based on Child Protection Clusters of the Indonesian Child Protection Commission 2016-2020

No	Cluster	Year					Total
		2016	2017	2018	2019	2020	
1	Social and child in emergency situations	236	286	302	291	128	1,243
2	Alternative family and care	857	714	857	896	1622	4,946
3	Religion and culture	262	240	246	193	139	1,080
4	Civil rights and participation	137	173	147	108	84	649
5	Health and drugs	383	325	364	344	70	1,486

6	Education	427	428	451	321	1,567	3,194
7	Pornography and cyber crime	587	608	679	653	651	3,178
8	Children face the law (ABH)	1,314	1,403	1,434	1,251	1,098	6,500
9	Trafficking and exploitation	340	347	329	244	149	1,409
10	Child protection case	79	55	76	68	1,011	1,289
		4,622	4,579	4,885	4,369	6,519	24,974

Source: KPAI (2021)

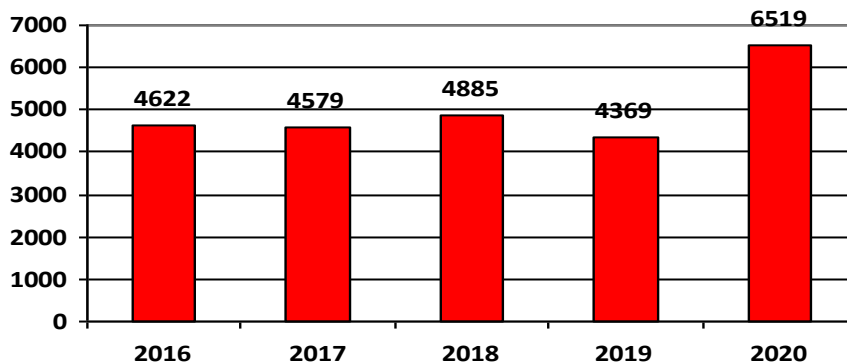


Figure 1. Cases of Child Violence in 2016-2020 Source: KPAI (2021)

The table and figure above show the number of sexual violence against children in 2020 has increased by 6,519 (33%) compared to 2019 of 4,369 (Komisi Perlindungan Anak Indonesia (KPAI), 2021). This figure cannot validly describe the number of child sexual violence occurring in Indonesia. This is because there are still many cases of sexual violence that go unreported. After all, they are considered a family disgrace. This makes the problem of sexual violence against children difficult to handle because there is no willingness of victims or their families to report or ask for help from the authorities (Tursilarini, 2017).

If sexual violence experienced by children is not treated immediately, it will harm their psychological health, both in the short and long term. Short-term psychological effects can be seen immediately after the victim experiences sexual violence, such as depression, moodiness, emotional disturbances, isolation, and anxiety. While the long-term psychological impact can be seen in sexual dysfunction disorders, sexual deviations, high depression, uncontrolled anxiety, fear, excessive suspicion, aggressiveness, antisocial, repeated



suicide attempts or becoming perpetrators of sexual violence because they want revenge (A. M. C. P. Azzahra et al., 2020; Dahlia et al., 2020; Justicia, 2016; Rini, 2020; Yuliastini et al., 2020).

Children who are vulnerable to becoming victims of sexual violence usually do not receive sexuality education properly. So, there needs to be an active role for parents to provide sexuality education to children from an early age (Ahari et al., 2020; Awaru, 2020; Idris & Syahril, 2019; Nadeak et al., 2020). Early childhood is the right moment to provide sexuality education because children are in a critical period, where children need the right stimulation to reach perfect maturity. If children do not get the right stimulation in the form of training or the learning process, they will experience difficulties in the next developmental period (Lestari & Herliana, 2020; Marsilia & Fitri, 2021; Vidayanti et al., 2020).

This is in contrast to parents who still think that sex education is a taboo topic, so they hand over sexuality education to the school as a source of knowledge for their children (Q. M. Azzahra, 2020; Faruq, 2018; Rahmah et al., 2020; Soesilo, 2021). Even though sexuality education itself has not been specifically applied in the school curriculum (Rahman, 2018). This has become a separate polemic for early childhood education teachers as educators who carry the mandate to teach sexuality education to children in schools. As stated by Purwaningsih (2018),

*"In kindergarten, if you want to explain profoundly, it's difficult to speak your language, sis. I think sexuality is better for primary school. Sometimes it is difficult for us to explain in kindergarten."*

So far, teachers have used the Child Worksheet media in teaching sexuality education to early childhood, even though the Children's Worksheets used have not included the sexuality education material that children need. The results of interviews with group B teachers and the head of Aisyiyah Pembina Piyungan Kindergarten and Jogja Green School in October 2018 showed that the Child Worksheet used in Aisyiyah Pembina Piyungan Kindergarten and Jogja Green School is a mandatory book used in every Early Childhood Education Institute in each district. However, the Child Worksheet did not contain much material on sexuality education. Sexuality

education material is only found in the theme "Myself", and it only discusses gender and body parts in general.

The implementation of learning can run well if all aspects that support the learning process are met, one of which is related to thematic learning media (Herliana & Anugraheni, 2020; Muhardini et al., 2020). The learning media used to teach sexuality education do not contain much sexuality education material. Therefore, it is necessary to develop an integrated early childhood sexuality education media in integrated thematic learning. The media developed in this study were in the form of Children's Worksheets. The development of this media is expected to make it easier for teachers to deliver sexuality education materials while at the same time increasing knowledge of early childhood sexuality education.

## **B. Method**

This type of research uses research and development, namely research methods that produce certain products and test the effectiveness of these products (Wicaksono et al., 2020). This study uses the Borg and Gall development model which consists of two main objectives, namely developing products and validating the resulting products. The details of the research procedures carried out are as follows: 1) The exploration stage consists of (a) a survey of teachers' understanding of the concept of sexuality education, and (b) analysis of existing media; 2) The development stage consists of: (a) media preparation, (b) media validation test, and (c) revision I; 3) The trial phase consists of (a) limited field trials, (b) revision II, (c) wider trials, (d) revision III and final media is obtained (Sumarni et al., 2015). The reason for choosing this model is because it has simpler stages with more detailed explanations so that it is easier to understand.

The population in this study is Jogja Green School and Aisyiyah Pembina Piyungan Kindergarten. The sample selection used the purposive sampling technique with the consideration that this study did not make generalizations. The research sample used in Jogja Green School was 13 children in group B and TK Aisyiyah Pembina Piyungan as many as 30 children in group B. The reason for choosing group B as the research sample is because children in



group B (aged 5-6 years) are socially emotional and already can adapt to situations and can control themselves naturally.

The research instrument used is a questionnaire to validate and evaluate the quality of the developed product. The data analysis technique uses descriptive qualitative analysis and descriptive statistics. Qualitative descriptive analysis was used to process data from the validation results of material experts, media experts, and education practitioners on the products developed, while descriptive statistics were used to process data obtained through questionnaires in the form of percentage analysis. The research data were analyzed using the formula:

$$\text{Score} = \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100\%$$

The percentages obtained are further categorized as follows:

*Table 2. Media Validation Assessment Categorization*

Percentage (%)	Category
82 - 100	Very valid
63 - 81	Valid
44 - 62	Invalid
19 - 43	Very invalid

Source: Wulandari et al. (2018)

## C. Result and Discussion

### 1. Result

The research results described in this paper are focused on the media development stage and the media trial stage. The media development stage is carried out with the following steps: media preparation; validity test by material experts, media, and education practitioners; and revision I. The media testing stage consists of limited trials; revision II; wider trials; and final revision. The following is an explanation of these stages.

#### a. Media Preparation

The resulting product is in the form of print-based media which is packaged in the form of Children's Worksheets. This media contains sexuality education materials integrated in the theme "Myself". The design of children's





worksheets is divided into three parts, namely: the introduction, content, and closing. The introduction contains the components that exist before entering the learning material which consists of cover, foreword, and assessment instructions.



Figure 2. Children's Worksheet Covers

The cover consists of the title of the book, the theme used, and a column containing the identity of the students. Entering the introduction, there is a foreword that contains information that leads the reader to find out the purpose of writing the media, besides that there are also assessment instructions. The content section contains themes, sub-themes, sub-themes, basic competencies, indicators, materials, and assignments. While the closing section contains the identity of the author and the bibliography containing a list of sources used as reference material in media preparation.

### b. Test Validity and Revision I

The media developed was then tested for validation. The validation data obtained are quantitative and qualitative. The quantitative data comes from the validation assessment of material experts, media experts, and education practitioners, while the qualitative data is in the form of suggestions from the validator.

Table 3. All Validators' Assessment Results

No	Validator	Percentage (%)	Category
1	Material Expert	82.3	Very valid
2	Media Expert	82.7	Very valid
3	Education Practitioner I	97.5	Very valid
4	Education Practitioner II	98.3	Very valid
	Mean	92.8	Very valid



The table above shows the number of scores given by material experts, media experts, and education practitioners on media development by 92.8% in the "very valid" category. This indicates that the media developed is feasible to be used/tested after revision I based on the advice of material experts, media experts, and education practitioners.

### c. Limited Trial and Revision II

Media that have been revised according to the advice of material experts, media experts, and education practitioners, then a limited trial is carried out. A limited trial was conducted on 13 children in group B at Jogja Green School. Testing was carried out through a questionnaire for assessing children's learning outcomes before and after learning using the Children's Worksheet, as well as a questionnaire for students' responses to the Children's Worksheet.

*Table 4. Comparison of Pretest and Posttest Learning Outcomes*

No	Pretest			Posttest		
	Score (%)	Frequency	%	Score (%)	Frequency	%
1	82 – 100			82 – 100	13	96.1
2	63 – 81	13	78.2	63 – 81		
3	44 – 62			44 – 62		
4	19 – 43			19 – 43		

The results of the limited trial showed that the pretest score of students' learning outcomes was 78.2%, increasing to 96.1% (posttest).

*Table 5. Difference Test of Pretest and Posttest of Learning Outcomes*

Category	Mean	t-count	df	t-table	Description
Pretest	69.4615	6.949	24	2.160	Ho is rejected
Posttest	80.3077				

The results of the pretest and posttest different test results of students' learning outcomes obtained t-count (6.949) > t-table (2.160), then Ha is accepted, or Ho is rejected. According to the results of the study, it can be concluded that there are differences in the pretest and posttest scores of students' learning outcomes. The pretest mean score was 69.4615 while the



posttest mean score was 80.3077, so that the posttest mean score was greater than the pretest score.

Table 6. Student Responses to Media

No	Response	Frequency
1	Media display attracts students	13
2	Media makes students more enthusiastic about learning	10
3	The material presented is easily understood by students	13
4	The language used is simple and easy for students to understand	13

The table above shows the responses of students to the media developed. 13 students were interested in the appearance of the media, 10 students were more enthusiastic about learning using media, 13 students understood the material presented, and 13 students understood the language used. Before a wider trial, the media was revised according to the advice obtained in the limited trial.

#### d. Wider Trial and Revision III

Media that have been revised according to the recommendations in a limited trial then carried out a wider trial. A wider trial was carried out on 30 children in group B at Aisyiyah Pembina Piyungan Kindergarten. Testing is carried out in the same way as in a limited trial.

Table 7. Comparison of Pretest and Posttest Learning Outcomes

No	Pretest			Posttest		
	Score (%)	Frequency	%	Score (%)	Frequency	%
1	82 - 100			82 - 100	30	97,4
2	63 - 81	30	75.6	63 - 81		
3	44 - 62			44 - 62		
4	19 - 43			19 - 43		

The results of the wider trial showed that the students' learning outcomes pretest score of 75.6% increased to 97.4% (posttest).



Table 8. Difference Test of Pretest and Posttest of Learning Outcomes

Category	Mean	t-count	df	t-table	Description
Pretest	60.9333	15.098	58	2.045	Ho is rejected
Posttest	80.9000				

The results of the pretest and posttest different test results of students' learning outcomes obtained t-count (15.098) > t-table (2.045), then Ha is accepted, or Ho is rejected. According to the results of the study, it can be concluded that there are differences in the pretest and posttest scores of students' learning outcomes. The pretest means the score was 60.9333 while the posttest means the score was 80.9000 so that the posttest mean score was greater than the pretest score.

Table 9. Student Responses to Media

No	Response	Frequency
1	Media display attracts students	27
2	Media makes students more enthusiastic about learning	28
3	The material presented is easily understood by students	30
4	The language used is simple and easy for students to understand	28

The table above shows the responses of students to the media developed. 27 students were interested in the appearance of the media, 28 students were more enthusiastic about learning using media, 30 students understood the material presented, and 28 students understood the language used. The final step is to revise the media stage III or final stage according to the advice obtained in a wider trial.

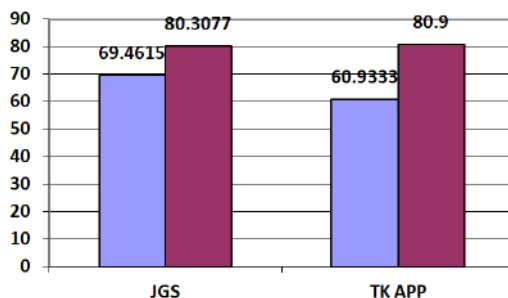


Figure 3. Comparison of Pretest and Posttest Learning Outcomes of Students at Jogja Green School and Aisiyah Pembina Piyungan Kindergarten

The picture above shows that the Children's Worksheet is effective in increasing the knowledge of sexuality education for group B children at Jogja Green School and Aisyiyah Pembina Piyungan Kindergarten. This can be seen from the scores of students' learning outcomes from pretest to posttest in limited trials and wider trials.

## **2. Discussion**

The results showed that early childhood sexuality education media in the form of Child Worksheets was effective in increasing knowledge of sexuality education for group B children at Jogja Green School and Aisyiyah Pembina Piyungan Kindergarten. This is evidenced by mean scores pretest and posttest in group B children at Jogja Green School of 69.4615 and 80.3077. Meanwhile, mean scores pretest and posttest for group B children at Aisyiyah Pembina Piyungan Kindergarten were 60.9333 and 80.9000. The results of this study are the following research conducted by Hidayat et al. (2016) showing that the Kuku Pesek media (Sex Education Pocket Book) is effective in increasing knowledge of sexuality education for children aged 3-6 years.

Based on the research findings, it can be seen that the Children's Worksheet is important to be applied in teaching sexuality education materials to early childhood. Several factors cause Child Worksheets to improve student learning outcomes in Jogja Green and Aisyiyah Pembina Piyungan Kindergarten. First, presenting material that is easy to understand and attracts children's interest by using pictures and illustrations that are age-appropriate.

Seeing the characteristics of early childhood who have the same principle, namely play, it is necessary to have media that is by the characteristics of children, one of which is picture books. Picture book media is one of the things that are close to children and easy to understand and interesting for children. Through this picture book, it can be used as teacher stimulation in discussions, giving examples, and helping children to understand sexuality education. This is by the results of research conducted by Hayati and Suparno (2020) showing that there is an effect of picture storybooks on the success of toilet training behavior in early childhood.



Second, presenting sexuality education material through songs. The songs used in the Children's Worksheet are entitled "Knowing the Touch" and "My Body Is Precious". Songs can increase intelligence because rhythmic stimulation can improve the functioning of the human brain, such as making the nerves of the brain work and creating a sense of comfort and calm so that the rhythm of the song played can improve language skills, creativity, concentration, and memory (Kurniawati et al., 2020). Through songs, children can get to know something or learn many things, including sexuality education. This is supported by the results of research by Rosalina (2018) showing that songs can increase knowledge of early childhood sexuality education.

Third, presenting sexuality education material through games. New knowledge can be received by children through play activities. Playing is an activity carried out to help the process of children's growth and development. Play activities must be carried out on the child's wishes to give pleasure in the child. If the child is in a happy state, it can make it easier for the child to receive lessons. This is in line with the results of research by Fatma and Maulidiyah (2019) showing that there is an effect of the modified crank game on the understanding of sexuality education for children aged 5-6 years.

#### **D. Conclusion**

This research produces media products for early childhood sexuality education in the form of Children's Worksheets which were developed using the Borg and Gall model. The results of the media validity test show that the total score is given by material experts, media, and education practitioners to media development are 92.8% with the "very valid" category. This shows that the media developed is suitable to be used to teach sexuality education.

At the trial stage, the results of the effectiveness of the media with instruments showed that the media developed was effective in increasing knowledge of early childhood sexuality education. This is evidenced by the pretest and posttest scores in limited trials and wider trials. In the limited



trial, the pretest score of 78.2% increased to 96.1% (posttest) and in the wider trial, the pretest score of 75.6% increased to 97.4% (posttest).

### Acknowledgment

The author would like to thank all parties who have helped carry out the research.

### Bibliography

- Ahari, S. B., Moghadam, Z. B., Azin, S. A., & Maasoumi, R. (2020). Concerns and educational needs of Iranian parents regarding the sexual health of their male adolescents: A qualitative study. *Reproductive Health*, 17(1), 1-9. <https://doi.org/10.1186/s12978-020-0883-6>
- Awaru, A. O. T. (2020). The Social Construction of Parents' Sexual Education in Bugis-Makassar Families. *Society*, 8(1), 175-190. <https://doi.org/10.33019/society.v8i1.170>
- Azzahra, A. M. C. P., Ervina, I., & Rahmawati, E. I. (2020). Booklet Sebagai Media Peningkatan Pengetahuan Tentang Pendidikan Seks Anak Usia Dini Pada Orang Tua. *Insight : Jurnal Pemikiran Dan Penelitian Psikologi*, 16(2), 402-410. <https://doi.org/10.32528/ins.v16i2.3830>
- Azzahra, Q. M. (2020). Pendidikan Seksual Anak Usia Dini: "My Bodies Belong To Me." *Early Childhood: Jurnal Pendidikan*, 4(1), 77-86. <https://doi.org/10.35568/earlychildhood.v4i1.736>
- Dahlia, Sutrisno, & Qibtiyah, A. (2020). Analisis Kebutuhan Pengembangan Lembar Kerja Anak Pendidikan Seksualitas Anak Usia Dini Terintegrasi dalam Pembelajaran Tematik Terpadu. *AL-ASASIYYA: Journal Basic of Education (AJBE)*, 5(1), 40-57. <http://journal.umpo.ac.id/index.php/al-asasiyya/article/view/2970/0>
- Faruq, D. J. (2018). Implementasi Pendidikan Seksualitas Anak melalui Pembelajaran Fikih (Studi Multisitus di MI As-Sunniah 45 Kencong dan MIMA 34 Hasyim Asy'ari Ambulu Jember). *Jurnal Auladuna*, 1(1), 1-14.
- Fatma, Z., & Maulidiyah, E. C. (2019). Pengaruh Permainan Engklek Modifikasi Terhadap Pemahaman Pendidikan Seks Anak Usia 5-6 Tahun. *Jurnal PAUD Teratai*, 8(2), 1-5.
- Fitriani, D., Fajriah, H., & Wardani, A. (2021). Mengenalkan Pendidikan Seks pada Anak Usia Dini Melalui Buku Lift The Flap "Auratku." *Gender Equality: International Journal of Child and Gender Studies*, 7(1), 33-46.



- Hayati, D. J., & Suparno, S. (2020). Efektivitas Buku Cerita Bergambar pada Keberhasilan Toilet Training Anak Usia 3-4 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 1041-1050. <https://doi.org/10.31004/obsesi.v4i2.498>
- Herliana, S., & Anugraheni, I. (2020). Pengembangan Media Pembelajaran Kereta Membaca Berbasis Kontekstual Learning Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 314-326. <https://doi.org/10.31004/basicedu.v4i2.346>
- Hidayat, M., & Taufiqurrahman. (2021). Dampak Psikologis Kekerasan Seksual Pada Anak. *Jurnal Bimbingan Konseling Pendidikan Islam Couston Journal*, 2(1), 1-9.
- Hidayat, P. N., Mahanani, R., & Putra, A. K. (2016). Kuku Pesek (Buku Saku Pendidikan Seks) Media Edukatif Pendidikan Seksual Anak. *Jurnal PELITA*, 11(2), 86-92.
- Idris, S., & Syahril. (2019). The Concept of Child Education Through Dodaidi in Aceh. *Jurnal Ilmiah Peuradeun: The International Journal of Social Science*, 7(2), 369-384.
- Justicia, R. (2016). Program Underwear Rules untuk Mencegah Kekerasan Seksual pada Anak Usia Dini. *Jurnal Pendidikan Usia Dini*, 9(2), 217-232.
- Komisi Perlindungan Anak Indonesia (KPAI). (2021). *Siaran Pers Laporan Kinerja Tahun 2020 Komisi Perlindungan Anak Indonesia*. <https://www.kpai.go.id/informasi-publik/pengumuman/siaran-pers-laporan-kinerja-tahun-2020-komisi-perlindungan-anak-indonesia-perlindungan-anak-di-era-pandemi-covid-19>
- Kurniawati, R. A., Wahyuningsih, S., & Pudyaningtyas, A. R. (2020). Penerapan Pendidikan Seksualitas Melalui Media Lagu Pada Anak Usia 5-6 Tahun Guna Meningkatkan Pengetahuan Seksualitas. *Jurnal Kumara Cendekia*, 8(3), 242-252. <https://doi.org/10.20961/kc.v8i3.42740>
- Lestari, N. E., & Herliana, I. (2020). Implementasi Pendidikan Seksual Sejak Dini Melalui Audio Visual. *Jurnal Pengabdian Masyarakat Indonesia Maju*, 1(1), 29-33. <https://doi.org/10.33221/jpmim.v1i01.566>
- Marsilia, I. D., & Fitri, D. M. (2021). Program Pencegahan Kekerasan Seksual pada Anak dengan Media Pembelajaran di TK PKP JIS Jakarta Timur. *Jurnal Abdimas Kesehatan (JAK)*, 3(2), 195-199.



- Muhardini, S., Rahman, N., Mahsup, M., Sudarwo, R., Anam, K., & Fujiaturrahman, S. (2020). Pengembangan Media Pembelajaran Box Nusantara untuk Membentuk Kemampuan Memahami Konsep Tematik pada Siswa Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 284–291. <https://doi.org/10.33394/jk.v6i2.2612>
- Nadeak, B., Sormin, E., Naibaho, L., & Deliviana, E. (2020). Sexuality in Education Begins in The Home. *JURNAL Comunita Servizio*, 2(1), 254–264. <https://doi.org/10.33541/cs.v2i1.1651>
- Rahmah, R. F., Dhananjaya, A. E., & Dinata, R. D. S. (2020). Perancangan Buku Cerita Bergambar Sebagai Sarana Pendidikan Seksualitas Untuk Anak-Anak. *Jurnal Selaras Rupa*, 1(2), 36–45.
- Rahman, R. (2018). Pendidikan Seks dalam Perspektif Islam (Analisis Teks Ayat Alquran). *ISLAM TRANSFORMATIF: Journal of Islamic Studies*, 2(2).
- Rini, R. (2020). Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial). *IKRA-ITH HUMANIORA: Jurnal Sosial Dan Humaniora*, 4(3), 156–167.
- Rosalina, S. (2018). Pengenalan Pendidikan Seksual pada Anak Usia 3-4 Tahun Melalui Lagu di KB Latansa Bumiroso Watumalang Wonosobo. *Jurnal Pendidikan Guru PAUD*, 7(3), 1–8.
- Salami, S., Fadhilah, F., Jannah, M., & Inayatillah, I. (2020). Portrait of Sexual Harassment Victims and Religious Support of the Parents in Aceh. *Jurnal Ilmiah Peuradeun*, 8(2), 313–326. <https://doi.org/10.26811/peuradeun.v8i2.470>
- Soesilo, T. D. (2021). Pelaksanaan Parenting Pendidikan Seks (Pesek) Anak Usia Dini di PAUD Tunas Bangsa Ungaran Kabupaten Semarang. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(1), 47–53. <https://doi.org/10.24246/j.js.2021.v11.i1.p47-53>
- Sumarni, S., Dardiri, A., & Zuchdi, D. (2015). Pengembangan Model Pendidikan Karakter Berbasis Penguatan Modal Sosial Bagi Mahasiswa UIN Sunan Kalijaga. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 3(1), 44–57.
- Tursilarini, T. Y. (2017). Dampak Kekerasan Seksual di Ranah Domestik terhadap Keberlangsungan Hidup Anak. *Media Informasi Penelitian Kesejahteraan Sosial*, 41(1), 77–92.



<https://ejournal.kemsos.go.id/index.php/mediainformasi/article/view/1197>

- Vidayanti, V., Tungkaki, K. T. putri, & Retnaningsih, L. N. (2020). Pengaruh Pendidikan Seks Dini Melalui Media Video Animasi Terhadap Peningkatan Pengetahuan Anak Usia Sekolah Tentang Seksualitas Di Sdn Mustokorejo Yogyakarta. *Jurnal Formil (Forum Ilmiah) Kesmas Respati*, 5(2), 203–214. <https://doi.org/10.35842/formil.v5i2.331>
- Wicaksono, A. G., Jumanto, J., & Irmade, O. (2020). Pengembangan Media Komik Komsa Materi Rangka pada Pembelajaran IPA di Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), 215–226. <https://doi.org/10.25273/pe.v10i2.6384>
- Wulandari, A. D., Sumarni, S., & Rahelly, Y. (2018). Pengembangan Game Maze Berbasis Media Interaktif Sesuai Tema untuk Anak Usia 5-6 Tahun di TK IT Izzudin Palembang. *Jurnal Pendidikan Anak*, 7(1), 81–92.
- Yuliastini, N. K. S., Dharma Tari, I. D. A. E. P., Putra Giri, P. A. S., & Dartiningsih, M. W. (2020). Penerapan Media Bimbingan Konseling untuk Meningkatkan Keterampilan Guru BK dalam Memberikan Layanan Pendidikan Seks terhadap Peserta Didik. *International Journal of Community Service Learning*, 4(2), 117–124. <https://doi.org/10.23887/ijcsl.v4i2.25055>