

MODULE OF HUMAN BODY PARTS WITH SINTREN DANCE MEANING FOR SEX EDUCATION EARLY CHILDHOOD

Ristiyani⁽¹⁾, *Sekar Dwi Ardianti*⁽²⁾

Department of Indonesian Language Education Faculty of Teaching and Education Muria Kudus University⁽¹⁾,

Department of Primary Teacher Education, Faculty of Teaching and Education Muria Kudus University⁽²⁾.

Gondang Manis PO. BOX 53 Bae, Kudus, Central Java, Indonesia

Phone (+62291) 438229, Fax (+62291) 437198

Email: ristiyani@umk.ac.id⁽¹⁾, *sekar.dwi.ardianti@umk.ac.id*⁽²⁾

ABSTRACT

The role of parents and teachers in introduced sex education in children is still low. The purpose of this research were to analyze the needs of the introduction of sex education early childhood through science learning and analyzing the needs of science learning materials for sex education early childhood. The research method used observation and interview to teachers and students. This research implemented in 1 Mlati Lor elementary school, Kudus, Central Java, Indonesia. The results showed that (1) the introduction of sex education early childhood can be done through human body parts material in science learning; (2) teaching materials that are used in the majority of elementary schools are a book from Government which not includes the element of sex education early childhood. As a result, students' knowledge and understanding in the function and the way to care of the body be low. Based on the results of the study required learning materials in the module of human body parts with sintren dance meaning for sex education early childhood.

Kata-kata kunci: *module of human body parts, sintren dance meaning.*

INTRODUCTION

Today, cases of abuse and sexual violence in early childhood are still busy discussed in both print and electronic media. This is because early childhood or underage children are vulnerable in daily association if not in parental supervision. The number of apprehensive phenomena that befall the early childhood become the government's focus to provide more protection against them. The protection of minors from sexual harassment and violence should be strongly emphasized by the government. The Commission for the Protection of Indonesian Children (KPAI) stated that the acts of sexual violence in minors always increase from year to year. Based on the results of KPAI recordings in Tempo newspaper (14/6/2015) it is known that during the year 2011 to 2014 there was a significant

increase in sexual violence among minors, from 2178 cases to 5066 cases. This requires special attention both from the government and the surrounding community. Sexual assault cases in minors are not only the responsibility of the government, but all components of society are involved, especially the role of family and education in schools.

Family as the nearest environment for children and the environment where children should know first sex education. The role of parents can ideally provide an introduction to sex education to children before they know it from the outside environment. However, not all parents are able and willing to do so. The low level of parental assistance is closely related to the increasing number of sexual violence in minors. Efforts to reduce the level of sexual violence in early childhood can be done by

providing a true understanding of sex education for children. One of the steps to provide understanding to children (both men and women) about the dangers of sexual harassment, one of them by providing sex education as early as possible both in the family and school. In the letter kabatr Tempo (31/05/2016) KPAI has proposed since 1999 to include sex education in the curriculum because it is very important to prevent and reduce sexual harassment and violence in children. If sex education is inserted in school lessons, it is more likely to prevent children from misinformation.

In formal institutional settings such as primary schools the understanding of sex education can be applied in teaching materials used by teachers. The teaching materials used can be printed, audio, audiovisual and interactive (Prastowo, 2011). The module is a teaching material that is packed intact and systematic so as to help students in achieving learning goals either independently or in groups (Daryanto, 2013). Therefore, in the preparation of the module is expected to be done well so that the learning objectives to be achieved can be met. Modules prepared in an effort to reduce the level of abuse and sexual violence in early childhood are developed by incorporating the cultural and artistic elements that are in the vicinity. This is in line with government programs on the revitalization of local culture and art. Early childhood sex education module is organized by including elements of art that is Sintren Dance. Sintren Dance is a traditional art that can help children to represent themselves the child itself. Sintren Dance has symbols that can be used as material in delivering early child sex education for students. The introduction of traditional arts in the form of Sintren Dance is applied in a teaching material in the form of modules.

Early childhood sex education modules through Sintren Dance were developed with existing repackaging techniques to meet established standards. The modules developed must meet the standards of expertly assessed eligibility. According to Millah et al. (2012) a good module is a module that meets three feasibility components according to National Education Standards Agency (BSNP), which is the content feasibility component, language

feasibility, and feasibility of presentation. It is based on the module as an independent teaching material so that in terms of content, language, and presentation is expected not to cause misunderstanding or multi interpretation. According to Nasution (2006) well-crafted modules will provide many benefits for students who use them. This developed module is expected to help the child's understanding of sex education through the meaning of Sintren Dance in the material of human limbs. Early childhood sex education modules through Sintren Dance will provide meaningful learning to foster self-care and be able to protect themselves from sexual crimes in the neighborhood. New innovations to develop early childhood sex education module through Sintren Dance that can assist students in growing self-caring attitude and able to protect themselves from sexual crimes in the surrounding environment. The formulation of the problem in this study is how the need of introduction of early child sex education through science learning and how the need of teaching materials science for early child sex education. The purpose of this study is to analyze the need for early childhood sex education through science learning and to analyze the need for science teaching materials for early child sex education.

MATERIALS & METHOD

The module is one of the printed materials. Daryanto (2013) states that the module is one form of teaching materials that are packaged in a complete and systematic, in which contains a set of planned learning experience and is designed to help students master specific learning objectives. The module has certain characteristics that distinguish it from other teaching materials. According Daryanto (2013) module can be said good and interesting if there are 5 characteristics of self instruction, self contained, stand alone, adaptive, and user friendly. The module should contain clear learning objectives, contextually, intangibly packaged material, with illustrations and exercise questions, and there are assessment instruments and feedback to fulfill the character of self-intrusion (MoNE 2008). The module is said to be self contained if all learning materials

from one unit of competence or sub-competence learned are contained in one module in full. The stand alone characteristic means that the module being developed does not depend on other media or should not be used in conjunction with other learning media. Adaptive is a characteristic module that requires modules to adjust the development of science and technology, as well as flexible to use. The module used should also have user friendly characteristics ie the module should be friendly with the wearer. The use of simple language, easy to understand and commonly used terms is one form of user friendly (Daryanto, 2013).

The method used in this research is observation and interview. Interview method is used to obtain information from resource that will be used as research data. In addition, through the interview will be found problems to be investigated. Interviews in this study were conducted through structured interviews. Structured interviews were conducted to teachers, students, principals, and lecturers in the field with the research carried out.

RESULT & DISCUSSION

Stage of needs analysis as an early stage of the research development model by Borg and Gall. At this stage the researcher conducted literature review, literature study and needs analysis in accordance with the needs of the development undertaken. Researchers conducted observations in primary school about teaching materials used. In addition, researchers also conducted interviews with students and teachers related to teaching materials that fit the needs, developments, and expectations of students.

Based on observations made at SDN 1 Burikan, SDN 1 Mlati Lor, and SDN 1 Purwosari it is known that the teaching materials used are thematic books provided by the government. Teachers have not developed their own teaching materials in

accordance with the needs and characteristics of students.

The teaching materials used by the average student have not included early child sex education. In addition to observing the kinds of textbooks used in learning, researchers also conducted interviews on teachers and students.

The results of interviews with classroom teachers indicate that existing teaching materials have not included early child sex education especially for grade 1 elementary school students. The development of early child sex education module according to the classroom teacher needs to be done because considering the condition of textbooks in school and the rampant cases of violence in minors. In addition, the need for the development of early childhood sex education module as it will assist the teacher in understanding the importance of taking care and keeping away from things that are worried about.

Students as users and directly in touch with teaching materials also provide a positive response. The results of interviews with students indicate that students expect interesting and non-boring teaching materials for example with lots of pictures and fun activities in modules like singing or simple games.

CONCLUSION & SUGGESTION

Analysis of module development needs to know human limbs through the meaning of dance sintren showed the result that still limited of teaching materials at school which according to student's characteristic and expectation. Available teaching materials have not been able to invite students to learn directly so as not to create meaningful learning for students.

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