

The Influence of Anagata Doll Media on Understanding of Sex Early Education for Mild Mentally Disabled Children Class IV SDLB in SLB Negeri 2 Yogyakarta

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ABSTRACT

The research aims to determine the effect of Anagata doll media on the ability to understand sex in early childhood education of mildly mentally disabled children in class IV SDLB at SLB Negeri 2 Yogyakarta. Researchers used a quantitative approach with a Pre-Experimental method research design with a one-group pretest-posttest form. Five subjects were obtained from SDLB SLB Negeri 2 Yogyakarta class IV students using a saturated sampling technique. Data analysis in this research uses the method statistics non-parametric analysis analyzed descriptively and for hypothesis testing using the Wilcoxon test at a significance level of $\alpha = 0.05$. Decision-making in this research's hypothesis testing shows the value of Asymp. Sig. (2-tailed) namely, 0.042, which shows that the value is smaller ($<$) than the level significance 0.05, then H_1 accepted. It can be concluded that there is a difference between the results of the pretest and posttest scores regarding sex education at an early age, so it can be concluded that there is an influence of Anagata doll media on the ability to understand sex education at an early age for mildly mentally disabled children in class IV SDLB at SLB Negeri 2 Yogyakarta.

Keywords: Mentally Retarded, Early Sex Education, Anagata Doll Media

INTRODUCTION

One crucial skill that needs to be developed in student learning is creativity. Creativity is the result of the interaction between individuals and their environment, the ability to generate new combinations based on existing data, information, or elements that are already known or familiar, drawing from all the experiences and knowledge acquired throughout one's life, whether in the school, family, or community environment (Utami Munandar 2009;12).

Mental retardation is a term used to refer to children who have below-average intellectual abilities. Children with intellectual disabilities have mental or behavioral disorders as a result of their academic skills below average, which makes it difficult for children to adapt their behavior, such as the child's lack of ability to carry out tasks appropriate to their age (Desiningrum 2016).

Children with mental retardation have the same needs as other normal children, including fulfilling sexual, because children with mental retardation experience obstacles in the development of thinking, and their personality is below their age. This causes children to experience difficulties in socializing and controlling themselves, as well as obstacles in understanding sexual needs. For example, children often commit inappropriate actions. The lack of self-control in the social environment makes it difficult for mentally disabled children to sort out the good or bad influences of the people around them. This is one of the

obstacles in controlling the self-control of mentally disabled children in interacting and does not rule out the possibility that children can carry out behavior or experience bad behavior (Simanjuntak and Mahmudah 2021).

The difficulty of children with special needs in self-control can trigger children to receive bad treatment from the surrounding environment. One of the frequently encountered cases is child sexual abuse. Sexual harassment is behavior or actions of a sexual nature that are unwanted or carried out under coercion so that it disturbs, harms, and makes the victim of sexual harassment feel angry, hated, embarrassed, offended, and psychologically affected. Sexual abuse that mentally disabled children often experience is that children often have difficulty distinguishing between appropriate and inappropriate touches to the child's body or other people. During observations carried out during PLP II at SLB, researchers also encountered cases of sexual harassment at school, where elementary school students asked high school students to send photos of their private body parts.

The potential for abuse exists because mentally disabled children have cognitive impairments and also receive little or no intervention in the knowledge and understanding of mentally disabled children regarding appropriate sexuality. If a person does not have wisdom, awareness, and expertise, problems will arise that will harm their sexual health. Namely, they are more likely to experience sexual harassment or have the potential to experience sexual harassment because they cannot recognize situations that are dangerous for them. Considering the existence of sexual harassment, it is necessary to provide sexual education. Sexual education is education related to the process of conveying information on various areas of sexual health and forming attitudes regarding sex or genitals, self-identity or gender, as well as intimacy that leads to closeness (Kelrey and Kusbaryanto 2021).

Providing sexual education to mentally disabled children must begin with sexual education at an early age. In general, basic level education is introduced regarding the concept of shame, gender recognition, recognition of private body parts, what is and is not allowed to be touched, the position of people around the child, boundaries between male and female friends, and taking care of oneself (Annisa Padmadiani, Muhammad Nurrohmanjauhari, and Lutfi Isnai Badiyah 2021). Teaching sex education to children must be step by step adjusted to the child's understanding by using simple, not too complicated language that is easy for children to understand, and also by using media that makes children interested in the process of providing learning about early childhood sexual education.

Media can convey messages from sender to recipient to attract children's thoughts, feelings, interests, and attention to create a learning process. Using appropriate media can also motivate children to learn more interactively. In this study, researchers are interested in using dolls as a medium in providing early-age sex education toward understanding sex education for mentally disabled children. Dolls are one of the children's artificial props for games, which have long been used in learning. The characters are realized through dolls, speak with movements that support education and are easy for children to follow (Mulyani 2013). The dolls used consist of two types, namely men and women who resemble children, which are made of cloth, dacron, or cotton and decorated using human-like doll patterns which contain body parts such as head, hair, body, hands, etc. legs, and wearing a shirt, pants or skirt. Not only that, but this doll also has sensitive body parts that will later be used to identify body parts that can be touched and those that cannot be connected, which

should not be seen except by parents when helping children and doctors. These dolls that resemble children are named Anagata, which is taken from Sanskrit, which means future, with the hope that children can recognize themselves from an early age and in the future children can determine their future. Based on the description above and also the problems that often occur with mentally disabled children who experience sexual abuse, the researcher is interested in conducting research with the title "The Influence of Angata Doll Media on Understanding Sex Education at Early Age Children with Mildly Mentally Impaired Class IV SDLB at SLB Negeri 2 Yogyakarta".

METHOD

This research uses an experimental method with a one-group pretest-posttest research design. This design begins with measuring (pretest) the understanding of sex in early childhood education. Then, they were given treatment using the Anagata Doll media with story-telling in providing lessons about sex education at an early age, after which measurements were taken again (posttest), the same as during the pretest. The results of the treatment will be seen by comparing the pretest and posttest results. The population of this study was all class IV SDLB SLB Negeri 2 Yogyakarta. Using a saturated sampling technique, 5 class IV students were obtained. The subject criteria are mildly mentally disabled children. Research time is held for two weeks. An overview of the research implementation is presented in the following table:

Table 1. Details of Research Activities

Meeting	Material	Method	Durationn
1	Pretest, Media introduction	Lecturer, storytelling	30 minutes
2	Gender Differences, Feedback	Storytelling, discussion	30 minutes
3	Good way to dress, Feedback, A touch that can and who can't, Feedback	Storytelling, discussion	60 minutes
4	Dare to tell a story to Parents, Feedback, Keep yourself away from people unknown, Feedback	Storytelling, discussion	60 minutes
5	Feedback and posttest	Discussion	30 minutes

The instrument used in the form of a multiple choice test consists of 15 questions, which are adapted to indicate an understanding of early childhood sex education, namely knowing body parts, the position of the people around the child, touching that can and cannot be done, and behaviors in protecting oneself. Hypothesis testing was carried out using the Wilcoxon signed rank test to determine the results of two paired data and whether the media used had an influence or not

RESULT AND DISCUSSION

This research aims to determine the influence of Anagata Doll media on the understanding of sex in early childhood education of mildly mentally disabled children in grade IV SDLB at SLB Negeri 2 Yogyakarta. Hypothesis testing using the Wilcoxon signed rank test shows the following results:

Table 2. Wilcoxon Signed Rank

Wilcoxon Signed Ranks Test				
		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative ranks	0 ^a	.00	.00
	Positive ranks	5 ^b	3.00	15.00
	Ties	0 ^c		
	Total	5		

Table 2 above shows that the N value in the negative ranks pretest and posttest is 0, which means there is no decrease in the pretest to posttest scores. Furthermore, the N value in the positive ranks pretest and posttest is 5, so the five research samples experienced an increase in the pretest and posttest scores. The average increase in the value was three, and the number of positive rankings was 15. In the tie data, a value of 0 was obtained, which means there were no similar values between the pretest and posttest.

Table 3. Hypothesis Testing

Statistical Tests	
	Posttest and Pretest
WITH	-2.032 ^b
Asymp. Sig. (2-tailed)	.042

Table 3 above shows the Wilcoxon Signed Rank Test results from Asymp. Sig. (2-tailed) is $0.042 < 0.05$, then H_0 rejected and H_1 accepted. The basis for decision-making is also determined through Zcount, which, based on the table above results, has a Zcount value of -2.032. It is known that the Ztable value with an alpha of 5% or 0.05 is -1.645, which can be interpreted as the Zcount value being $-2.032 > -1.645$ (Ztable), then H_0 rejected, and H_1 accepted. This shows that there is a difference in the ability to understand sex in early childhood education from the results of the pretest and posttest scores, so it can be concluded that there is an influence of the use of Anagata Doll media on the ability to understand sex in education because early childhood in class IV SDLB children at SLB Negeri 2 Yogyakarta.

Following the testing of the hypothesis, the use of Anagata Doll media in providing an understanding of sex education at an early age with storytelling can increase the knowledge of sex education at an early age for mildly mentally disabled children in class IV. The delivery of material in this research is adapted to what was stated by (Suhasmi and Ismet 2021) and (Aziz 2014), namely that teaching sex education to children must be done step by step from an early age, starting from introducing private parts of the body, what is and is not allowed to be touched. Done, naturally, it also taught boundaries, which are male

genitalia and female genitalia, as well as how to take care of oneself. It also adapted to the material submitted by (Chamidah et al. 2021), namely Introducing private body parts, the position of people around the mentally disabled child, what touches can be done and what cannot be done, and finally, protecting oneself from people who have bad intentions towards the child. The story given to children using the Angata Doll media uses language that is easy for children to understand by adapting it from the storybook: "I am a brave child; I can protect myself."

The story given is about why the genders of women and men are different, how to dress both inside and outside the house to protect the body from bad things, not showing private body parts to other people, intimate body parts that must be protected, being brave to tell parents if someone does bad things, such as taking them to a quiet place and touching private body parts (genitals), not accepting gifts or invitations from people they don't know.

The results of this research are also in line with previous research conducted by Tania Putri Sarasti and Nika Cahyati (2021) entitled "Development of Educational Doll Learning Media for the Introduction to Sex Education for Early Childhood Age 4-5 Years". The results of this research show that the use of educational doll learning media is effective in introducing children's sex education and results in moral instilling in children regarding good sex education. It is also hoped that children will know the body's boundaries that can be touched or held by themselves and others. Others and children can protect their bodies from people with bad intentions towards children (Saraswati et al. 2021).

Children need to provide early childhood sex education as early as possible. Early-age sex education can be given to children when they are 3 to 4 years old because, at that age, children can communicate, understand, and recognize parts of their body or body organs. The introduction of sex education to young children is different from sex education for teenagers, where sex education at an early age teaches the introduction of the concept of shame, the introduction of gender, the introduction of private body parts, and what is and is not allowed to touch. Meanwhile, in adolescents, it is certainly more complex, namely regarding the description of reproductive organs, puberty, and sexuality.

The concept of sexuality in early childhood is different from that of adults. For children, it is more about how they recognize themselves, have an idea of shame, and a positive concept. As stated by (Suhasmi and Ismet 2021) in thing sex education for children must be done step by step from an early age, starting from introducing private parts of the body, what is allowed and what cannot be touched, naturally also taught about the boundaries or how male genitals are. -men and women's private parts, and how to care for themselves.

The important aim is to give early childhood sex education to children as early as possible so that children can look after themselves, maintain boundaries between male and female friends, avoid bad behavior, avoid the impact of negative behavior such as sexual harassment or deviant behavior both from their children and other people. Another thing is that now there are many cases of sexual abuse of children, including mentally disabled children. In line with what was stated by (Astuti 2017) in his research, there are increasing cases of sexual violence against children from year to year, with the age range for sexual violence ranging from 2 to 15 years and preventive efforts to protect children from sexual harassment and Maintaining your body's health from people who have bad intentions towards your children, including by providing sex education from an early age.

CONCLUSION

Decision-making in this research's hypothesis testing shows the value of Asymp. Sig. (2-tailed) namely, 0.042, which shows that the value is smaller ($<$) than the level significance 0.05, then H_1 accepted. It can be concluded that there is a difference between the results of the pretest and posttest scores regarding sex education at an early age, so it can be concluded that there is an influence of Anagata doll media on the ability to understand sex education at an early age for mildly mentally disabled children in class IV SDLB at SLB Negeri 2 Yogyakarta.

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