

Application of puberty animation media to improve student independence class VI elementary school

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Abstract: The purpose of this research is to find out the application of puberty animation learning media in increasing the independence of class VI students at SDN 9 Purwodadi in 2021/2022. The research method used was classroom action research (PTK) with a total sample of 32. The data collection method used observation, tests, interviews, and documentation with the percentage results pre-cycle average achievement level of 44.32%, cycle I with an average achievement level of 48.7, and cycle II with an average achievement level of 79.36% had an increase. This is evidenced by the increasing percentage of the number of students independence in the process of teaching and learning activities before and after being given action.

Keywords: Animated media, Puberty, Independence

PRELIMINARY

Sex education according to the World Health Organization (WHO) is learning about the cognitive, emotional, social, interactive, and physical aspects of sexuality that starts in childhood and continues into adolescence and adulthood (World Health Organization, 2016). Sex education is important to see cases of sexual violence against children increasing every year (Wulandari & Suteja, 2019). The Global Status Report on the Prevention of Violence Against Children 2020 released by WHO stated that half of the total child population in the world are victims of violence and 120 million girls and young women in the world have become victims of sexual violence (World Health Organization, 2020).

Cases of child sexual violence in Indonesia always increase significantly every year. In 2019, as many as 350 cases of sexual violence against children were reported and an increase of 70 percent from the previous year (Witness and Victim Protection Report (LPSK), 2020). In 2020, the Online Information System for the Protection of Women and Children (SIMFONI PPA) stated that the number of sexual violence against children has increased by 1,848 cases (Ministry of Women's Empowerment and Child

Protection (Kemen PPPA), 2021). The latest data on cases of child abuse in Indonesia as of March 1st 2021, there have been 829 cases of sexual violence against children (Ministry of Women's Empowerment and Child Protection (Kemen PPPA), 2020).

The high number of violence that occurred in Indonesia also reflects the high number of acts of violence that occurred in every region. The highest recorded cases of violence in Indonesia in 2018 were in Central Java with 2,913 reports, then in second place, DKI Jakarta with 2,318 reports, and third place, East Java with 1,944 reports (Komnas Perempuan, 2021). As a region that has the highest cases of sexual violence in Indonesia, researchers are interested in seeing the news on sexual violence reported by local online media in Central Java. Compared to national media, local media has strength in terms of proximity value. Therefore, the contents of coverage in local media usually have more potential in covering all events in that area. The existence of local media also proves the need for public information in certain areas.

Data from SYMPHONY PPA 2021 revealed that many victims of sexual violence occur in children under 12 years and 4.9% are preschool children (Ministry of Women's Empowerment and Child Protection (Kemen PPPA), 2020). The vulnerability of cases of sexual violence against preschoolers was also proven in Dr. Yalcin against children aged 3-12 years in Turkey explained that as many as 34.6% of girls experienced sexual violence (Saydam, 2016). This is a concern that the need for sex education begins at an early age. Children who are not provided with sex education are one of the triggering factors for the causes of sexual violence (Wisdom, 2017). Some data from incidents of sexual violence against children occur because children do not know that the treatment of adults who touch private parts is wrong treatment (Hasani, RF & Yusuf, 2020).

The high number of cases of sexual violence explains that today's children are very vulnerable to sexual violence. Sexual violence against children can have an impact on the psychological, mental health, and social life of children (Fisher, Moore, & Pittenger, 2012). This can cause disturbances in the child's self-concept. The role of parents here is very important in providing sex education for children (Yafie, 2017).

The role of parents in providing sex education is very important, especially for mothers (Amaliyah & Nuqul, 2017). Mothers are the first madrasah for children, so it is hoped that mothers can provide sex education from an early age (Sat'ngatun, Sri Suparti, 2019). Sexual education given early on by mothers is one of the efforts to fortify

children from incidents of violence and sexual harassment (Prabowo, 2017). This is also supported by the statement of Amy Lang, who is a sexual education expert, saying that it is important for parents to clarify sexual values because no one else can give a good understanding to children other than their parents (Ellita Novianthy Baganu, 2017).

Sex education is an effort to teach, direct and understand about sexual problems given to children, in an effort to protect children from misbehavior and also cover the possibility of illicit sex. Guidance and healthy understanding of sex from the aspects of physical, psychological, and spiritual health. In providing sex education it is better to give it to children from an early age, but if this cannot be implemented, it can be done when the child enters the preadolescent phase or it can also be said that the child has entered elementary school.

By teaching sex education to children, it is hoped that it can prevent children from negative risks of sexual behavior and deviant behavior. By itself, it is expected that children will know about sexuality and its consequences if it is done without complying. Sex education is needed to bridge between children's curiosity about it and various offers of vulgar information, by providing information about sexuality that is correct, honest, complete, which is adjusted to the maturity of their age. Talking about sex education certainly cannot be separated from someone's understanding of what and how sex education itself is. This difference in understanding of sex education depends on the point of view they use in providing this definition.

Looking at today's all-digital era, many people use electronic media, especially since children use cell phones more often to study than hold books. Many children are more interested in cell phones than books. Therefore, one of the efforts to introduce the basics of sex education to elementary school children is by creating a learning media about information about sex education that is appropriate for their age in elementary school, in this case, the media chosen is "MENITAS" which stands for Puberty Animation Media. Submission of messages and information in the form of animation is preferred by children so with the animation that contains information about sex education, it is hoped that parents will no longer feel taboo and confused when they have to explain sex to their children.

Research on the effectiveness of puberty animation media to improve sexual education for grade VI elementary school students has been conducted by

Dewi,(Goddess, 2016) about Increasing Knowledge of Sex Education Through Information Services for Class VI Students with the research results obtained, the level of knowledge of students before receiving information services is in a low category with a percentage of 39%. After getting information services using visual media increased to 75% in the high category. Thus an increase of 36%. From the calculation of the Wilcoxon test, it is obtained $Z = -4.202b$ with a p value (Asymp. Sig. 2-tailed) of .000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H_a or which means there is a significant difference between the pretest and posttest. In other words, there was a change in the level of students' sex education knowledge after being given information services. Next from Mimin Ninawati, Sri Lestari Handayani (2018) concerning the Effect of Sexual Education in Science Learning on Sexual Violence Behavior with the results it can be stated that the relationship between sex education and students' sexual violence behavior has a positive relationship even though it is classified as low.

In addition, based on the results of observations at SDN 9 Purwodadi Grade VI students with a total of 32 students in class VI, the total number of students at SD Negeri 9 Purwodadi as many as 285 students, showed that there was a striking phenomenon shown by Class VI students with most of them holding and touching freely between students and grade VI students at SDN 9 Purwodadi, this cannot be allowed continually, that holding things has limits that are permissible (reasonable) with restrictions that are not permissible (out of nature), that holding things that lead to child sexual education, to avoid incidents that lead to sexual harassment in students of class VI SDN 9 Purwodadi, considering the age in class VI SDN 9 Purwodadi leads to the occurrence of child puberty, this needs to be done in preparation for self-protection about sexual harassment.

Sexual harassment in students needs to be overcome through concrete actions, one of which is prevention as early as possible. In an effort to prevent harassment, this can be done through sex education from an early age, including in elementary school. Sex education is an effort to form attitudes and provide information according to the stage of child development. The focus of this education is not only providing knowledge of the reproductive organs but also related to ethics and morals so that a child does not misuse the reproductive organs. The transition period for sixth grade elementary school

students encourages the need to introduce various matters related to the reproductive organs obtained from sex education. Therefore, researchers want to conduct research with the title "Application of Learning Media "Menitas" to Increase Independence and Understanding of Puberty in Class VI Students of SDN 9 Purwodadi Year 2021/2022". The purpose of this study was to find out the application of puberty animation learning media in increasing the independence of class VI students at SDN 9 Purwodadi in 2021/2022

METHOD

This type of research is action research with classroom action research design. According to (Jannah, 2015) Classroom action research (CAR) is research conducted in a class that does have certain traits and characteristics. PTK prioritizes the teacher's creations to provide ways of solving learning problems that the teacher already knows. PTK is research that is direct in nature to provide corrective action on problems encountered in the learning process. The subjects in this study were 32 students of class VI at SDN 9 Purwodadi. The research procedure in this study can be described in the chart as follows:

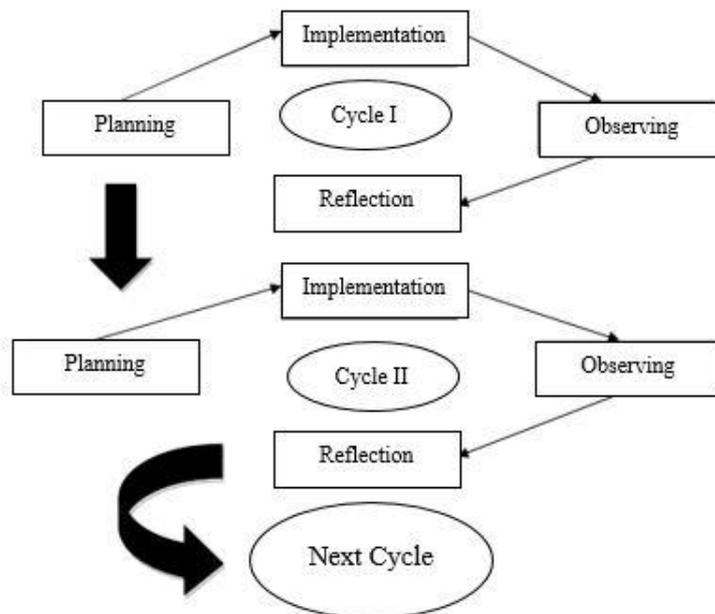


Figure 3.3 Systematic Research Procedures

Data collection in this study used several data collection methods, they are: observation is used for systemic observation and recording of symptoms that appear to the object of research (Margono, 2009), interviews are used for data collection that requires direct communication between investigators and subjects or respondents (Arikunto, 2015), documentation means how to collect data by recording existing data (Sugiyono, 2019).

RESULTS

Based on the learning activity cycles of PTK data at SDN 9 Purwodadi, it can be synthesized that the percentage of achievement level of independence from pre-cycle with an average achievement level of 44.32%, the first cycle with an average achievement level of 48.7, and the second cycle with an average achievement level an average of 79.36% increased. The following is data on increasing the independence of class VI A, SDN 9 Purwodadi.

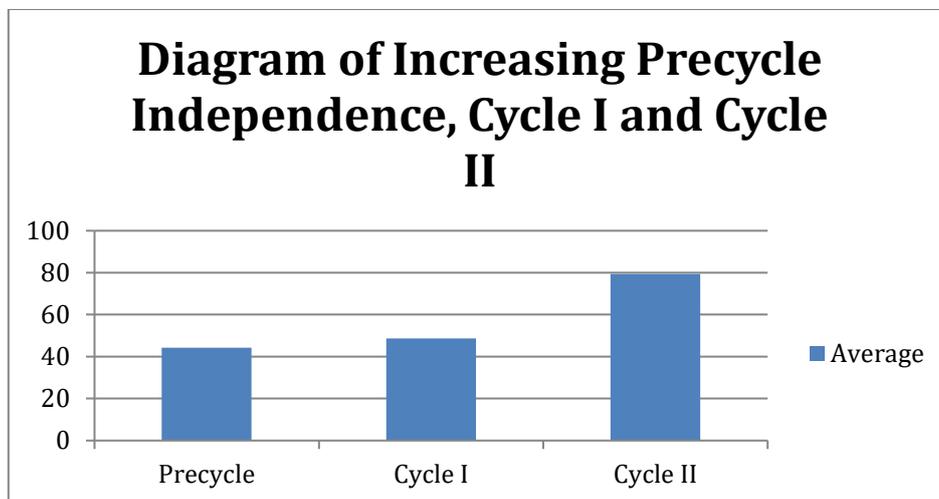


Figure 1. Diagram of Increasing Precycle Independence, Cycle I and Cycle II

Based on the learning activity cycle of PTK data at SDN 9 Purwodadi, it can be synthesized that from pre-cycle with a class average value of 64.7, cycle I with an average class value of 74.4, and cycle II with a class average value of 85.6 increased.

The following is data on improving science learning outcomes on puberty material for class VI A SDN 9 Purwodadi.

DISCUSSION

The discussion of research results was obtained from data analysis, while the research results were collaborative work between researchers and class teachers. The success of the process is shown by increasing the independence and learning outcomes of the science content of the 6th theme of students. Increasing the independence of students is shown by several indicators, which are (a) planning and choosing their own learning activities, (b) taking the initiative and driving themselves to learn continuously, (c) being responsible in learning, (d) critical, logical, and full openness, (e) Learn with confidence. Because to find out whether the student has learning independence, it is necessary to know the indicators of independence. (Sukarno, 2012) mentioned indicators of independence are students planning and choosing their own learning activities, students taking the initiative and motivating themselves to learn continuously, students required to be responsible in learning, students learning critically, logically, and full of openness, and students learning with confidence. While the increase in learning outcomes is marked by increasing test scores evaluating learning outcomes.

The classroom action research conducted on students in class VI A at SDN 9 Purwodadi consisted of two research cycles. Each cycle consists of four stages, they are: (1) action planning, (2) action implementation, (3) action observation, (4) reflection stage. Description of research results from cycle I to cycle II as follows:

Before carrying out the first cycle of action, the researcher made initial observations to find out the conditions that existed in the class. Based on the results of researchers' observations of 32 students, data obtained on the level of achievement of student independence was 44.32%. This happens because the teacher did not use learning media in the learning process of science content on puberty material. In addition, the teacher generally instructs students to read material or use the lecture method which is still centered on the teacher so that it looks monotonous. The class situation when learning takes place students are still often noisy and sometimes talk to themselves. Students are less focused on learning and less enthusiastic in learning.

Another thing showed that when students are asked by the teacher to express their opinions about the material or when the teacher gives oral questions to students who are reluctant and active voluntarily answer the questions that have been given, while students who want to express their opinions are only dominated by the same few people. Then the researchers together with the class VI A teacher at SDN 9 Purwodadi planned and decided to use puberty animation media in the form of learning videos in learning process for the science content theme 6. Because using learning media will guarantee a better understanding of teaching material and better retention of the content lesson (Jalinus & Ambiyar, 2016). The same thing was also stated by (Musfiqon, 2012) that to attract the attention of students, audio-visual media served to help facilitate learning for students and also helps facilitate the learning process for teachers, providing more experience, all student senses are activated, and can awaken the world of theory with reality. The next stage is to develop a Lesson Plan (RPP).

After the first cycle was carried out, the level of achievement of student independence increased even though it still did not meet the target of 48.7%. The results of the first cycle in action were felt to be not optimal and met the indicators of independence and science learning outcomes on puberty material, so reflection was held to get optimal results by making improvements to the learning process using puberty animation media in the form of learning videos, by conditioning students when puberty animation videos playing as well as taking a psychological approach to students to be more active in the next learning process.

After the design is corrected, cycle II is carried out. From cycle II, the independence of students in cycle I was 48.7% and in cycle II it rose to 79.36%. According to Gilmore (in Auton, 2016) Independence is an aspect of personality that must be achieved in an individual to face challenges and achieve success in life which is shown by being free, responsible, considerate, feeling safe when different from others and creativity.

Thus, the hypothesis of increasing independence and learning outcomes in Science subject matter theme 6 using puberty animation media for class VI A students at SDN 9 Purwodadi for the 2021/2022 academic year can be proven true because it has increased.

CONCLUSION

Based on the results of data analysis and discussion of research results, it can be concluded that the application of learning media in the form of puberty animation media can increase the independence of class VI students at SDN 9 Purwodadi in the process of learning activities in the context of science lessons on puberty material. This is evidenced by the increasing percentage of the number of students independence in the process of teaching and learning activities before and after being given action.

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