

Development of Cartoon Puppet Media to Improve Understanding of Sexual Education in Elementary School Students

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ABSTRACT

Discussing sexual education with elementary school children remains a sensitive topic, resulting in a low level of understanding among young students. This situation is further compounded by the lack of appropriate media to convey sexual education effectively. To address this gap, this study aims to develop cartoon puppet plays focused on sexual education for sixth-grade students at an Elementary School. This research adopts the Borg and Gall research and development design. The test subjects included material experts and media experts. According to these experts, the cartoon puppet media for sexual education is highly appropriate for use, with material experts giving an average score of 78.75% and media experts giving a score of 80%. The test results showed a score percentage of 82%, categorizing the product as very good. The findings of this development research can be utilized by guidance counselors and classroom teachers to enhance understanding of sexual education among elementary school students.

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1. INTRODUCTION

Elementary school education is the level of education at which a child begins to enter puberty (Sabani, 2019). Puberty is a time full of changes for children. Desmita (2009) explains that during puberty children will experience enormous physical, cognitive and psychosocial growth and development. During puberty, children will also experience psychosexual development, one of which is marked by the start of functioning of the reproductive organs (Luz Yolanda Toro Suarez et al., 2020). Psychosexual development is also shown through behavior, namely, attraction towards the opposite sex begins to appear (Saputro, 2018). So children need to get appropriate guidance to facilitate them in achieving optimal development. Guidance can be provided by providing an understanding of sexual education to children.

Sexual education is an effort to raise awareness and teach and provide knowledge related to sexual issues (Situmorang, 2020). The knowledge provided includes information about the function of the reproductive organs along with instilling morals, ethics, commitment and religion which aims to prevent deviations from the reproductive organs. Sexual education Most Indonesians still consider sexual education to be taboo. Many people think that sexual education is only limited to discussing the

relationship between husband and wife, so it is not appropriate to discuss it with children (Utari, Wardana, & Damayani, 2019).

Research conducted by (Panjaitan, Djuanda, & Hanifah, 2015) in one of the elementary schools also showed that 55% of teachers in that elementary school were still taboo about sexual education, and thought that sexual education was a sensitive matter to discuss with elementary school age children. This public opinion causes children to have a low understanding of sexual education information. Research conducted by also obtained results (Permatasari & Adi, 2017) that the majority of elementary school age children have an understanding of sexual education in the medium category (89.8%), no one has a high understanding, there are even some children who have a poor understanding of sexual education.

The lack of sexual education for children is also one of the causes of sexual crime cases experienced by children. In connection with this, KPAI also recorded sexual violence that occurred in the world of education throughout 2019. There were 21 cases of sexual violence against children, 13 cases occurred at the elementary school level, 5 cases occurred at junior high school, and 3 cases occurred at high school. Most cases of sexual violence occur at the elementary school level, this is because elementary school students are easily lured, afraid of being threatened by teachers, and do not understand sexual activity so that children are not aware of the sexual violence they experience.

A lack of understanding regarding sexual education also occurs at SD X in Yogyakarta. Based on the results of interviews with two teachers at the elementary school, it was found that sexual education at SD X was only given through science lessons. Material 5 provided is only limited to caring for reproductive organs and the like. Based on information obtained from interviews with fourth grade teachers, there is already one student who experiences menstruation at that grade level. The class VI teacher also said that at the class V and VI level, more than five children were experiencing menstruation. The homeroom teacher also said that there were several students who were starting to show interest in the opposite sex.

Based on the results of interviews with teachers at the elementary school, one of the primary schools in Yogyakarta has never provided a special sexual education program to students. Teachers at that Elementary School are still taboo about sexual education at the elementary school level. Teachers say that they do not yet understand in depth how to provide appropriate sexual education to elementary school age students. The problems above show that sexual education really needs to be given to elementary school age students. Within the school environment, teachers play a very important role in instilling sexual education, especially guidance and counseling teachers.

In connection with the need for sexual education for elementary school age students, guidance and counseling teachers can provide services to facilitate this. There are various services that can be provided to students. One of the services that can be used to instill sexual education is basic services in the form of classical guidance with the theme of sexual education for elementary school students. Classical guidance for elementary school children can be provided through the puppet play method. stated that puppet plays are a storytelling method used by teachers in the teaching and learning process. Story games or skits can be presented using flannel boards, dolls/puppets, play dough, or can be taken from story books (Essa, in Shofa & Suparno (2014).

Research conducted by Shofa & Suparno (2014) on Improving Early Childhood Speaking Skills Through Puppet Play Games obtained quite good results. The results of the research show that puppet plays can increase students' enthusiasm in participating in storytelling activities, so that they can improve speaking skills in young children. Therefore, the implementation of classical guidance on sexual education for elementary school students will use the puppet play method. It is hoped that the puppet play method can be an interesting method in providing sexual education to elementary school students.

Based on the explanation above, puppet plays are a learning method that is included in the modeling category, namely a learning method using puppets as examples in delivering the material. Modeling is one of the learning styles in Albert Bandura's social learning theory. Bandura assumes that learning essentially takes place through a process of imitation and modelling (Lesilolo, 2018). The modeling learning style will encourage individuals to see, hear, observe, focus their thoughts, analyze the model used so that it will make it easier for individuals to understand the learning provided.

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Based on the explanation above, puppet plays are a learning method that is included in the modeling category, namely a learning method using puppets as examples in delivering the material. Modeling is one of the learning styles in Albert Bandura's social learning theory. Bandura assumes that learning essentially takes place through a process of imitation and modeling (Lesilolo, 2018). The modeling learning style will encourage individuals to see, hear, observe, focus their thoughts, analyze the model used so that it will make it easier for individuals to understand the learning provided. Based on the description that has been presented, sexual education can be given to elementary school age students through cartoon puppet media using puppet theater techniques. Therefore, the author is interested in developing 9 wayang cartoon media, puppet theater techniques about sexual education for elementary school students. This media development is in the form of cartoon characters (humans), namely cartoon puppets with male forms and female cartoon puppets. This cartoon puppet media is also equipped with a guidebook for the implementation of puppet theater. The book contains a cartoon puppet storyline that will be delivered to elementary school students. More clearly, the product specifications in this study are divided into two types, namely physical and content.

2. METHODS

This research is a type of development research or in English it is called Research and Development (RND). Development research is a research method used to produce a particular product and test the effectiveness of the product (Sugiono, 2015). The development research model in this research uses a research model developed by (Borg & Gall, 1983). The reason for choosing the Borg & Gall development model is because it is in accordance with the media to be developed. This development model has quite ideal and detailed steps consisting of ten steps, which can be simplified into five stages without reducing the value of development research. The five stages are research and data collection, planning, product development, field trials, and revision of trial results. This aims to develop a product, namely cartoon puppets in the puppet play technique, as a medium for guidance and counseling services on sexual education. The test subjects for the development of cartoon puppets in the puppet theater technique on sexual education include material experts and media experts. Material experts must have a minimum educational background equivalent to a Master who are experts in the field of guidance and counseling and have a minimum tenure of three years. Meanwhile, media experts must have a master's educational background who are experts in the field of guidance and counseling and have a minimum tenure of three years. There are two experts who assess the media.

Data collection techniques in this development research were carried out using observation, interviews and questionnaires and tests. The observations made in this development research were during the daily teaching and learning activities at the needs analysis stage before the research was carried out. Interviews conducted in this research aimed to strengthen the results of observations with interact directly with the resource person so that the observation findings obtained are more accurate. Interviews are used for initial assessment. The results of the interview will provide verbal data in this study which includes data obtained through criticism and suggestions given by material experts and media experts related to the accuracy, feasibility, usefulness, and attractiveness of the developed media. In addition, verbal data includes data obtained from interviews conducted with classroom teachers. Verbal data that will be obtained in this study are related to the results of interviews on the development of students and sexual education programs in schools. The questionnaire technique is

carried out when experts assess the product being developed and tests are carried out to test the product after the product has been assessed by experts. The results of the questionnaire data obtained will describe the results of the assessment of several aspects of cartoon puppet media products through the process of observation and assessment of material experts and media experts regarding the accuracy, feasibility, usefulness, and attractiveness of the products developed.

This development research data includes qualitative data types and quantitative data types. Qualitative data was obtained from input to improve *wayang* cartoon media products. Meanwhile, quantitative data was obtained from the results of media validation questionnaires from material experts, media experts and tests from users. Once the results of each validation test are known, the combined validity to determine product suitability can be carried out using the following formula. Expert validation and achievement scores for sexual education can use the following formula:

$$V - ah = \frac{TSe}{TSh} \times 100\%$$

(Akbar, 2017: 82-83)

Information:

V-ah = Expert validation

TSe = Total Empirical score (value of results achieved)

TSh = Total maximum score (maximum expected result)

Once the results of each validation test are known, the combined validity to determine product suitability can be carried out using the following formula.

$$V = \frac{V - ah 1 + V - ah 2}{2}$$

Information:

V = Validation (combined)

V-ah = Expert validation

V-au = Audience validation

TSe = Total Empirical score (value of results achieved)

TSh = Total maximum score (maximum expected result)

The interpretation of expert validation figures is classified into the following ranges.

No.	Score	Category
1.	81.25-100%	Very Worth It
2.	62.50-81.24%	Worthy
3.	43.75-62.49%	Decent Enough
4.	25.00-43.74%	Not Worth It

Source: Riduan Dalam (Putri, Nulhakim, & Resti, 2023)

Qualitative data analysis in this study used descriptive data analysis. Descriptive data analysis was obtained from various inputs provided by experts. The input obtained from the experts was then analyzed and made into conclusions.

3. FINDINGS AND DISCUSSION

3.1 *Research Findings*

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answer, or the research hypothesis stated previously in the introduction part.

3.1.1 **Research and data collection**

This stage was carried out by distributing knowledge test instruments about sexual education to upper-class students and conducting interviews with teachers. Data collection in this study used a sexual education test instrument conducted on 13 class students. The results of data collection show that 23% of students have sexual education knowledge in the high category, 54% of students in the medium category, 23% of students in the low category.

Based on interviews, teachers said that most sexual education materials had been given to students, but were only given through thematic learning. For example, material about preparation for puberty is given through science subjects. The material discussed is limited to the primary and secondary characteristics of puberty in boys and girls. Other materials, such as how to maintain cleanliness and health of body organs, tasks and development of elementary school children, differences between men and women and their roles, the consequences of changes in attitudes and behavior during puberty, and how to avoid sexual violence are also provided but are very limited.

3.1.2 **Planning**

The planning stage is a follow-up to the data collection and analysis stage that was carried out previously. The results of the analysis of the data obtained show that there are several students who have a low understanding of sexual education. Based on the results of interviews, elementary school teachers also do not have special media to provide an understanding of sexual education to elementary school students. In line with this information, researchers created cartoon puppet media using puppet theater techniques about sexual education for elementary school students.

3.1.3 **Development of product draft**

At the stage of developing the initial product design, the product design is created through three processes. The first process is to formulate the implementation of the service, the second is to formulate the material to be developed, and the third is to create a cartoon puppet product design and a guidebook to be developed. The implementation of services in media development uses classical guidance services with 4 meetings. The material that will be developed in this media is puppet play stories. There are 7 titles for the play, namely 1) My Body, 2) Taking Care of My Body, 3) Towards Adolescence I, 4) you and I are different, 5) My Duties Are My Responsibilities, 6) towards adolescence II, and 7) taking care of myself.



Figure 1. Cartoon Puppet Figure Designs

The cover and template for the contents of the guidebook were designed using the Corel Draw application. This manual is designed to be 20cm long and 15cm wide. The guidebook cover is printed using 230-gram ivory paper.



Figure 2. Cartoon Puppet Handbook Cover Design Plan

The contents of the puppet play guidebook on sexual education consist of 3 parts. Part I of the puppet play guidebook is an introduction which contains a description of the target users, participants and instruments. The second part contains instructions for using cartoon puppet media in puppet plays about sexual education and the third part, Part III, is the essence of puppet plays. This section contains the plot of the puppet play that will be performed. This section contains the storyline of the puppet play which is arranged based on the percentage of sexual education indicators. Each indicator has its own story title.

The initial field trials stage is the stage for assessing product design. Product design assessments are carried out by material experts and media experts. In this research, material and media assessments were carried out by 4 experts, namely 2 material experts and 2 media experts. The material experts who assessed the material for this research product were Mr. Agus Ria Kumara, M.Pd., and Mr. Agus Supriyanto, M.Pd. The two material experts are lecturers at the Guidance and Counseling Study Program at Ahmad Dahlan University who are competent in the field of guidance and counseling. The media expert who assessed this research product was Mr. Amien Wahyudi, M.Pd., Kons. and Mr.

Wahyu Nanda Eka Saputra, M.Pd., Kons. The two material experts are lecturers at the Guidance and Counseling Study Program who are experts in the field of guidance and counseling.

Table 1. Expert Assessment Results

Aspect	Validator 1	Validator 2	Score	Max Score	%	Category
Material Expert Assessment	32	31	63	80	78.75	Worthy
Media expert assessment	19	15	140	184	80	Worthy

Based on the media material expert assessment scores, an overall score of 63 was obtained with a percentage of 78.75, which was classified as good. Similar to this category, the material expert assessment resulted in a score of 140 with a percentage of 80%. Thus, the product developed is classified as good and suitable for use. For product perfection, both media experts and material experts provide suggestions for improvements, which are explained further in the following table:

Table 2. Before and After Repair Results

Expert	Before	After
Material Expert 1	The material is adapted to the student's developmental stage	The material developed contains information about menstruation and wet dreams, how to make friends with the opposite sex after puberty, psychological impacts after puberty.
Material Expert 2	The use of words is adjusted to the student's developmental tasks and culture	The use of words in the guidebook uses words that are easy for students to understand and avoids unfamiliar terms.
Media Expert 1	The tip of the puppet's handle is dangerously pointed. The flexibility of the puppet's hands is noted.	The handle of the puppet was changed to be blunt so as not to endanger media users The joints in the puppet's hands have been repaired to make them easier to move
Media Expert 2	The puppet is too tall, it looks strange. There are some broken images Media is too big	The size of the puppet has been adjusted to suit the stage The image has been repaired so it is not broken The media is adapted to the needs of classical guidance

After knowing the results of each validation test and suggestions for improvements that have been made by researchers, a product trial was carried out to determine the sexual education learning achievements of 13 students using a test instrument of 25 questions. A correct score is worth 1, and an incorrect score is worth 0. The product trial results are presented in the following table.

Table 3. Product Trial Score Results

Student	Score	Maximum Score	%	Category
Student 1	20	25	80	Worthy
Student 2	23	25	92	Very Worth It
Student 3	21	25	84	Very Worth It
Student 4	18	25	72	Worthy
Student 5	20	25	80	Worthy

Student 6	16	25	64	Worthy
Student 7	22	25	88	Very Worth It
Student 8	18	25	72	Worthy
Student 9	20	25	80	Worthy
Student 10	18	25	72	Worthy
Student 11	23	25	92	Very Worth It
Student 12	24	25	96	Very Worth It
Student 13	22	25	88	Very Worth It
Total	265	325	82	Very Worth It

Based on the results of field trials, a total score of 265 was obtained with a percentage of 82%, thus the products that had been tested were included in the very good category. To obtain conclusions from expert validation results, the formula can be used:

$$V = \frac{Vah + Vpg}{2} = \dots\%$$

$$= \frac{78,75\% + 80\% + 82\%}{2} = 80\%$$

It can be seen in the validity criteria table used as a reference for the suitability of Puppet Cartoon media to improve sexual education that the results of the combined validation of validation from media experts and material experts obtained a score of 80, which is classified as suitable for use.

3.2 Discussion

Based on the description of the media assessment above, it can be seen that the cartoon puppet media in this puppet play about sexual education was declared very good/suitable for use in providing sexual education to elementary school students. In this regard, if studied through Albert Bandura's social learning theory, the cartoon puppet media in the puppet play 87 about sexual education is also worthy of being a model in the social learning theory. Modeling is one of the learning styles in Albert Bandura's social learning theory (Lesilolo, 2018). If studied through modeling theory, the cartoon puppet media in puppet plays is a symbolic model, where the symbolic model is a real or fictional character who displays certain behavior (Elyasari & Sulianto, 2023). The modeling learning style is closely related to the imitation process, but Bandura (Feist & Feist, 2010) also states that modeling is not only the process of imitating a model, but also involves cognitive processes, namely involving the symbolic presentation of information which will then be stored and used in the future.

In relation to the media being developed, namely, cartoon puppet media in puppet plays about sexual education can be used as a symbolic model for students, where cognitively students can represent sexual education knowledge information obtained through puppet plays to increase their knowledge about sexual education (Wedana & Adnyani, 2019). It is hoped that by increasing students' knowledge about sexual education, students can develop optimally, can go through puberty well, and be able to prevent unwanted actions such as sexual harassment which is rampant. This condition is in accordance with research conducted by (Fatmi & Rakimahwati, 2021) which shows that the use of the puppet play method is effective in increasing students' interest in learning. Meanwhile, other research conducted by entitled Development of Learning Media in the Form of Cartoon Puppets in Class B 3, Kindergarten Dharma Wanita, Pasinan Lemah Putih Village, Wringinanom District, Gresik Regency, shows that this media is very good/suitable for use. The results of research conducted by (Widyarti, 2016) shows that cartoon puppets can increase students' enthusiasm and interest in the learning process.

Based on the feasibility of the media being developed, cartoon puppet media in puppet plays about sexual education has several advantages. The product is deemed suitable for use based on assessments from material experts and media experts. Additionally, the product can attract students' attention, thereby increasing their enthusiasm for the service. The sexual education material is packaged in a light manner, making it easy for elementary school-age students to digest. The analysis of media assessments using the Interrater Agreement Model can reduce the element of subjectivity in expert evaluations of the developed media.

Apart from these advantages, this media also has several shortcomings that future researchers can hopefully address. Since the products are paper-based, storage and use require careful handling. The characters on the cartoon puppets are still simple, so the character designs need further development to make them more attractive. Moreover, the sexual education material developed is still basic, necessitating further enhancement to make the content more comprehensive.

4. CONCLUSION

Based on the research and development results, it is concluded that the cartoon puppet media for puppet plays about sexual education for elementary school students is deemed highly suitable for use. This conclusion is supported by the assessments from several experts, where the material expert's evaluation yielded a score of 78.75% in the good category, and the media expert's evaluation resulted in a score of 80% in the good category. Additionally, the learning achievement trial for sexual education material achieved a score of 82%, which is classified as very good. The cartoon puppet media can serve as an effective tool for guidance and counseling teachers or class teachers to provide students with a better understanding of sexual education. Despite the positive results, this study has several limitations. Firstly, the design of the cartoon puppet characters is relatively simple, which might not fully capture the attention of all students. This simplicity in design may limit the engagement and effectiveness of the media. Secondly, the sexual education material covered is basic, lacking depth and comprehensiveness. The scope of the content may not address all necessary aspects of sexual education, potentially leaving gaps in students' understanding. Lastly, the study's assessment was based on a limited sample size and geographical area, which may affect the generalizability of the findings. Future research should aim to address the limitations identified in this study. Researchers could enhance the design of the cartoon puppet characters to make them more engaging and appealing to a wider audience of elementary school students. Additionally, the sexual education material should be expanded to cover a broader range of topics and provide a more thorough understanding of the subject. Future studies should also consider larger and more diverse sample sizes to increase the generalizability of the findings. Moreover, incorporating feedback from both students and educators can help refine the content and presentation of the cartoon puppet media, ensuring it meets the educational needs more effectively. By addressing these areas, future research can contribute to the development of a more comprehensive and effective educational tool for sexual education in elementary schools.

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