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The Effectiveness of Snakes and Ladders Media on Sex Education for Children with Intellectual Disabilities

Trisni Handayani^{1,✉}, Asep Supena², Rasmita²

¹ Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia

² Universitas Negeri Jakarta, Indonesia

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Abstract

Cases of sexual harassment and sexual deviations from year to year are increasing. Many factors cause it, including technological sophistication and ease of access, the existence of a family that does not care and a less sensitive educational environment. Parties who are victims of sexual harassment are usually women, especially children who experience intellectual disabilities. Nearly half of them have experienced 10 times the harassment. This study aims to determine the effectiveness of snakes and ladders media in improving understanding of sex education and preventing acts of sexual abuse and abuse in children who experience intellectual disabilities. This research uses descriptive qualitative method. Research subjects were students who experienced intellectual disabilities at Bekasi Jaya Extraordinary Elementary School. Data analysis was carried out through three main stages, namely reduction, data presentation, drawing conclusions. Snakes and ladders media is a game that uses symbols and images reinforced by verbal communication delivered by the teacher. The results showed that the use of snakes and ladders media effectively helped students who experienced intellectual barriers in understanding the messages contained in sex education content.

Keywords: snake and ladder media, sex education, intellectual disability

Keefektifan Media Ular Tangga pada Pendidikan Seks untuk Anak-anak dengan Hambatan Intelektual

Abstrak

Kasus pelecehan seksual dan penyimpangan seksual dari tahun ke tahun makin meningkat. Banyak faktor yang menyebabkannya antara lain kecanggihan teknologi dan kemudahan akses, keberadaan keluarga yang tidak peduli dan lingkungan pendidikan yang kurang peka. Pihak yang menjadi korban pelecehan seksual biasanya adalah wanita, terutama anak-anak yang mengalami hambatan intelektual (intelektual disability). Hampir setengah dari mereka telah mengalami 10 kali pelecehan. Penelitian ini bertujuan untuk mengetahui keefektifitasan media ular tangga dalam meningkatkan pemahaman pendidikan seks dan mencegah tindakan pelecehan dan penyimpangan seksual pada anak yang mengalami hambatan intelektual. Penelitian ini menggunakan metode kualitatif deskriptif. Subjek penelitian adalah siswa yang mengalami hambatan intelektual di Sekolah Dasar Luar Biasa Bekasi Jaya. Analisis data dilakukan melalui tiga tahapan utama yaitu reduksi, penyajian data, penarikan kesimpulan. Media ular tangga merupakan permainan yang menggunakan simbol dan gambar diperkuat dengan komunikasi verbal yang disampaikan oleh guru. Hasil penelitian menunjukkan bahwa penggunaan media ular tangga efektif membantu siswa yang mengalami hambatan intelektual dalam memahami pesan-pesan yang termuat di dalam konten pendidikan seks.

Kata kunci: media ular tangga, pendidikan seks, disabilitas intelektual

✉ Corresponding Author:

Affiliation Address: Jalan Tanah Merdeka, Ciracas, Jakarta Timur
E-mail: trisni@uhamka.ac.id

INTRODUCTION

The problem of sexual harassment and deviation is increasingly common. Victims of sexual crimes are mostly women. Many factors underlying sexual harassment and abuse, including technological advances that facilitate access, lack of parental attention, an environment that does not support, educational institutions that do not provide sex education and so forth. As an educator, the teacher besides being responsible for the development of students is also responsible for the maturity of students' sexuality. The family is forming behavior, morals, and education to children. Sex education for children is considered taboo in the community. Parents assume that sex education is not appropriate to be given to young children. Providing sex education from an early age is one of the basic human character formations. The psychoanalytic perspective shows that the early years of child growth are very influential in the formation of the child's basic character (Roqib, 2008). Sex education in early childhood is very influential in the lives of children when they enter adolescence. According to Abdullah (2018), sex education is an effort to teach, raise awareness and enlightenment about sexual problems to adolescents, since he is familiar with issues related to sex and marriages

Indonesia as a country based on Godhead gives a large portion of religion as an approach to solving various problems in life. Islam is very concerned about character education, one of them is learning the norms, ethics, and morals that can be applied by students so as to avoid deviation and sexual harassment. There are seven concepts of education for children according to Islam in preventing forms of acts of crime and sexual deviations (1) introducing male and female types and boundaries of genitalia, (2) separating children's beds, (3) instilling masculine and feminine souls in children, (4) teach adab asking for permission, (5) educate to always maintain eye contact, (6) educate not to do khalawat and ikhtilat, (7) teach the value of marriage (Sulistiani, 2012). Sex education for children needs to be taught as early as possible in Islam, focusing more on the development of the character and personality of Islam, because if the character and personality of Islam have been built, it would be easy to understand other things, including association in Islam (Abdullah, 2018).

Sex education for children is very important to avoid sexual harassment and abuse (Ninawati & Handayani, 2018). Many ways that can be used by teachers with a variety of learning media such as the method of storytelling, discussion, question and answer, playing games, singing and watching some learning videos (Anggraini, 2017). Sexual education can be done with various techniques according to the needs of children in processing information. The most effective ways for parents to increase healthy sexual knowledge are successive lectures, group discussions, and brochures (Helmi, Paramastri, & Mada, 2015). According to Islamawati, another way is the "fairy finger" program can increase knowledge of sexual violence on children (KSA) and the efficacy of teachers in teaching KSA prevention to students (Islawati & Paramastri, 2015). Education success is also determined by the role of parents, who must understand the nature of sex education, and are actively involved in providing sex education to their children.

Communication is the most important part that parents and teachers must not leave for their children. This communication must be intense for example through social learning called social cognitive. Cognitive processes in the individual are intended students' thinking processes that are able to capture what is conveyed by the teacher in the learning of sexual education, while learning occurs because of the influence of the social environment that is the process of communication carried out by the teacher (Sholicha, Fatonah, & Susilo, 2015). Sex education strategies as education with any material must be adapted to the objectives, the level of material depth, age of the child, the level of knowledge and maturity of children, as well as the media owned by educators. If related to local culture, the explanation must not be taken away from positive local traditions, morals and religious teachings (Roqib, 2008).

Children with intellectual disabilities have obstacles in aspects of their lives including academic, social and emotional abilities. But in the aspect of physical development of children with intellectual disabilities is almost the same as normal children in general, that the functions of development of children with intellectual disabilities into adulthood such as the growth of certain parts of the body. One of the efforts made to help children with intellectual disabilities in preparing for puberty is to explain according to their characteristics, where children with intellectual disabilities cannot understand things in the abstract. The number of children with intellectual disabilities in the world is estimated at 1 - 8% of the total population while the basic health research data on the number of persons with disabilities in Indonesia is 3.3% of the total population (Lestari, Surachmi, & Wijayati, 2019).

What separates the current definition from those of the past is the recognition that IDD is a set of conditions that blend intelligence and adaptive behavior. Because of the quality of the environment in which the child develops is important, the condition can be modified and improved with modifications in the environment. This environment is not something that is fixed at birth by genetic factors, and this is encouraging for educators who now see avenues for improvement and change. The context of the child can determine his or her eventual ability to adapt, positively or negatively. The term developmental disabilities include mental retardation plus other conditions of mental and physical impairment for which the child is likely to need lifelong help from a variety of health, social, and educational agencies (Kirk, Gallagher, Coleman, & Anastasiow, 2009).

Cases that often occur in children with intellectual disabilities are caused by the lack of attention and education provided by the environment for children with intellectual disabilities especially parents about sexuality (Sitohang, Shahuliyah, & Widagdo, 2018). Parents are more likely to prioritize academic education and consider sexual education to be a negative thing and difficult to provide for children with intellectual disabilities (Warista, Dewi, & Damanik, 2018). The results of research conducted by Nugrahaeni said that the influence of the application of behavioral therapy models for D with severe intellectual disabilities can have an influence on improving social skills and changing family attitudes in assisting D (Nugrahaeni, 2016). So it is very important for the assistance that is done by the family to change attitudes skills. Whereas children with intellectual disabilities are in dire need of emotional regulation to deal with others. Research conducted by Fiona said that emotional regulation skills systems have a positive impact on cognitive and behavioral aspects of children with intellectual disabilities, as well as strengthening everyday skills systems related to the role of people around children with intellectual disabilities who understand how to use skills and remind children of intellectual disabilities (Fiona & Indianti, 2018). Children with IDD have difficulty processing information. For many, the problem lies in limited memory, perception, and the way they organize information and make decisions. Children with IDD often have a general language deficit and specific problems using interpretive language (Kirk et al., 2009).

Concentration disorders are one of the symptoms experienced by children with intellectual disabilities. The reason for the difficulty of concentration in children with intellectual disabilities is because the child has limited learning capacity, it is difficult to focus attention and forget easily (Lestari et al., 2019). Based on the results of research conducted by sustainable that intellectual disability children can effectively concentrate learning by using the drill and scrapbook media. With the help of instructional media, teachers will easily convey subject matter, one of which is in understanding the sex education of children with intellectual disabilities. Implementation of video modeling and video self-modeling can improve social abilities for children with intellectual disabilities, this modeling technique implements reinforcement techniques that can improve behavior, namely promoting, positive reinforcement, and fading (Kasepuhan & Resmi, 2014). Children with intellectual disabilities do not understand the physical and biological changes

that occur in themselves so that children do not know the importance of covering their genitals, how to dress and do not limit relationships with others (Yuliani, 2019). One of them wants to be conveyed is using animation video media, the results of the study show that by using video animation effectively used for understanding the sexual education of children with intellectual disabilities (Yuliani, 2019).

For understanding which can be remembered one of them using modeling, the use of modeling media provides concrete models or examples that are easy for students to remember. One media that is easy and can be remembered is media with games as an example of snakes and ladders, according to Astuti by using children's games, they can receive messages to be delivered by the teacher, with snakes and ladders media which are visual and concrete, so they can be easily understood by early childhood (Astuti, 2017). This study aims to determine the effectiveness of snake ladder media in improving the understanding of children who experience intellectual disabilities in Bekasi Jaya SLB.

METHODS

This research is action research is one form of research design, in action research researchers describe, interpret and explain a social situation at the same time by making changes or interventions with the aim of improvement or participation (Madya, 2006). This research was conducted at Bekasi Jaya SDLB. Subjects in this study were 12 students who were in the high class of SDLB Bekasi Jaya in the first semester of the 2018/2019 school year. Action research procedures consist of problem identification, data collection, analysis and feedback, action planning, action implementation, and follow-up (Arikunto, 2015). Data collection techniques in the implementation of observations, interviews, giving actions using the media snakes and ladders in sex education. The instrument was used to conduct interviews with principals, teachers, and parents as a tool to collect data.

Data collection techniques that researchers do with observation, interviews, documentation, and triangulation. Researchers collect data which at the same time tests the credibility of the data, namely checking the data with various data collection techniques (Sugiyono, 2015). Data analysis performed in this research is data reduction, data collection, data presentation and drawing conclusions (Sugiyono, 2015).

FINDINGS AND DISCUSSION

There are 12 research subjects in SDLB schools who experience intellectual disabilities as many as 12 children, namely high school children in Bekasi Jaya SDLB. The findings of this study indicate that children with intellectual disabilities have limitations in abstract understanding and therefore need the media to communicate what is to be conveyed to children with intellectual disabilities, according to the principal of the school Sri Lestari said that "intellectual disability children are limited in understanding a story without being supported by concrete objects ". Therefore need real objects and need assistance so that their understanding can be understood so that they understand what is right and what is wrong. Intellectual disability children find it difficult to distinguish which behaviors are right or wrong, her research results conclude that the role of peers is needed social representation consisting of content and the process by which multiple intelligence theory says peer groups of children with disabilities Intellectuals have intrapersonal and interpersonal intelligence that can function optimally, while linguistic intelligence and bodily/kinesthetic intelligence do not develop in accordance with normal children their age or develop late (Retnaningsih & Hidayat, 2012).

Children with intellectual disabilities at Bekasi Jaya SDLB do not understand sexuality well. This was conveyed by Ms. Riska as a teacher "intellectual and physical disability child instinctively she has the same sexual needs as normal people so it needs understanding so as not to get abused and abused sex offenders. Similarly, research conducted by Yuliani

(2019) said that intellectual disability children do not yet know the importance of covering up their genitals, how to dress and do not limit relationships with others. Bu Riska added "that children with intellectual disabilities need assistance about sex education and must be in line with religious education so that their understanding will not be biased because physically children with intellectual disabilities have growth and development like normal children, only communication and understanding skills are limited". The existence of parents is also very important for reinforcement and understanding related to the development of sexuality, parents can not fully surrender the process and development of children's education to the school or teacher (Farakhiyah, Raharjo, & Apsari, 2018).

The form of habituation done at home by parents is also very important for example teaching children the difference in sex and function, who can hold and who can see. Parents also may not give different treatment to children with intellectual disabilities because it is regulated by law. Children with disabilities have equal opportunities in education, work, both legally and empirically, there is an optimization of the protection of citizenship social rights should be owned by persons with intellectual disabilities (Nur'aeni & Khoeriah, 2019).

So that understanding of intellectual disability children is quickly accepted, it needs media, therefore researchers use snake ladder media as a tool to convey information related to sex education for children with intellectual disabilities. Snake ladder media is easy to understand because it includes pictures and explanations that can be conveyed by the teacher. A similar study has been conducted by Astuti who uses the media of snakes and ladders for sex education for young children, the results of his research say that with snakes and ladders, media can communicate through verbal, non-verbal, symbols and images to be more effective (Astuti, 2017).

Media that can be used in sex education include: 1) Film series, which is one of the sex learning media that are usually tried and have an effective impact originating from non-formal materials that are around, such as through children's films, for example, the reason is because of these shows has a storyline that is easily understood by children. 2) Magazine, that is Collaboration between interesting and educative information and pictures is preferred by students compared to lecture methods which tend to be boring. From this combination, the child's mindset will be formed in nature with his conscious, and then formulate moral values regarding sexual activity according to his age. 3) Partners: Interactions that occur within the same group are more communicative and run in two or more directions, this makes sex education through colleagues proven effective and efficient. In this study, researchers wanted to find out the effectiveness of the use of snake ladder media in increasing the understanding of children who experience intellectual disabilities in Bekasi Jaya SDLB. Researchers guide the snake ladder game activities directly with the name "Me and You". There are advantages and disadvantages of snake and ladder games as follows.

Table 1. Advantages and Disadvantages of Snake Ladder Media

Numbers	Advantages	Disadvantages
1	participants are more interested in following the learning process	too much time is wasted explaining to the child
2	media can be used in the classroom or outside the classroom	snakes and ladders game cannot develop all learning material
3	can stimulate activity in groups and individually	lack of understanding of the rules of the game.

The props used were large dice pillows, snake-ladder rugs that were made as needed, measuring 5x5 meters, male and female sex dolls. Children are given an understanding that

has been visualized after understanding, children are invited to play snakes and ladders. On the first day, the game was played with a simple understanding. This game consists of 14 boxes, each box containing pictures and writing that can be understood by children who experience intellectual disabilities. This game was first simulated by researchers and teachers then explained the snake ladder box starting from box number 1 to box number 14 and then simulating how to play it. After students see and understand, students can start and try the snake and ladder game. For example, if the dice is thrown exactly at number 6 that comes out, then the child runs the doll in accordance with the number of figures that come out of the dice as many as 6 gas. At number 6 there is a picture of Puberty the teacher explains that children must understand puberty and its forms of change. And the teacher explains the physical changes in children who have experienced puberty in boys and in girls. From the explanation of the teacher, the student understands if the child experiences the characteristics conveyed, eating has undergone puberty. More details can be seen in Table 2.

Children with intellectual barriers are easy to forget, then this activity needs repetition with the help of concrete media so it will be easier to remember. The findings of this study prove that the level of effectiveness of sex education for children with intellectual disabilities using snake ladder media is said to be effective. This is seen from the change in their attitudes and understanding related to sex education before using the snake ladder media after using other snakes and ladders: 1) Children are more excited, 2) Children are more receptive to sex education messages 3) Children actively participate.

CONCLUSION

Based on the findings and discussion, in this study, it can be concluded that children with special needs in the type of intellectual disability are in need of assistance in sex education repeatedly. One way that can be used in sex education in children with intellectual disabilities is to use snake ladder media that can be guided directly by teachers or parents, so it can be said that using snake ladder media sex education is more effectively conveyed. This needs to get special attention from parents, teachers and the government to deal with cases of sexual abuse and abuse for children with intellectual disabilities. In addition, religious education needs to be directed so that it is in line with the mindset of children with intellectual disabilities and the formation of characters related to morals and ethics. Children with intellectual disabilities have the same opportunities and rights, so don't leave them without getting the same education as other normal children. Because God created humans with all their shortcomings and features, and there are no perfect beings who all need one another.

Table 2. The Media Schema of Snakes and Ladders for Sex Education

Number Box	Picture	Information
1		Teach children to recognize body organs with simple language
2		Introducing children to body parts that should not be seen and touched by other people
3		Teach the concept of the different sexes of men and women
4		Cultivate a culture of shame in children
5		Limit your children from playing gadgets and watching what they can watch and what they can't
6		Teach puberty and what changes will be experienced
7		Cultivate the soul of masculinity in boys and femininity in girls
8		Teach you to separate magpie beds aged 7-10 years
9		Teaches children to ask permission
10		Grow trust in parents
11		Maintain genital hygiene and health that reproductive health is important
12		Teach children to maintain eyesight
13		Even for people who are close to you, emphasize staying alert
14		The formation of an independent attitude and firmly hold the establishment

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