

Reproductive Health Education Model in Early Childhood through Education Film “Damar Wulan”

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Abstract

Reproductive health education for early childhood it has been the time to teach, because the demand of the changing times and will affect the child's life when he/she is a teenager. During this time, the reproductive health education, which is in it there is sex education, considered taboo among some communities. They argue that the reproductive health education is not appropriate to be received by early childhood. The reason why the reproductive health education is important to do is 1) the children will grow up to be teenagers and they do not understand about the reproductive health education because their parents are still considered taboo to talk about it, so they feel not responsibility to the sex and the anatomy of reproductive health; 2) Because of child misunderstanding of the sex education or the reproductive health makes them vulnerable to the misinformation. The impact of this misunderstanding, causes negativity to the occurrence of sex outside of marriage, unwanted pregnancy, sexually transmitted diseases and so forth.

Reproductive health education at schools is the complement of sex education at home. The role of schools in providing sex education should be understood as a complement of the knowledge from the home and other institutions are working hard to educate children about sexuality and it does not mean that the school takes a portion of the parents.

Simple and easy Audio-visual learning media about sexual education is not available at schools of ECE (Early Childhood Education). By using this audio-visual the presentation of the theme content to the child will be more complete and optimal. The purposes of this research are to build reproductive health learning model for Early Childhood, that is started by conducting introduction research, designing conceptual model based on the factual model, the analysis of the community needs (parents, children, and teachers of ECE), the theory study and examining the relevant research results, then the model which is built tested the effectiveness, and the final purpose is to produce model and teaching material in the form of education film “DAMAR WULAN” for early childhood. The research design uses Research & Development (R & D) that adopts from the opinion of Borg & Gall. The result of the initial research can be concluded that the teacher has not specifically provided the reproductive health materials systematically, only limited development in the themes that are relevant to the reproductive health. The result of Focus Group Discussion of some experts of ECE, teachers of ECE, and the student parents agree in order to the Government immediately realizes the reproductive health education enters into the curriculum for Early Childhood (EC). This is in line with Permendiknas number 58 Year 2009 in which there is child health education.

Keywords: Model of Reproductive Health Education, Early Childhood, Film Media

1. Introduction

Cases of sexual abuse on children in Indonesia are not small. The National Commission for Child Protection (Komnas PA) in 2012, receives about 1,634 cases of child sexual abuse. And the most recent incident befalls R (11 years old), the child who dies because of the rape notion. The incident makes the National Commission for Child Protection observes Indonesia in Sexual Violence Emergency on Children Liputan6.com, Monday (07/01/2013). The Sexual Violence Emergency becomes a threat in Indonesia. From the data that has been gotten, in 2012 only the National Commission for Child Protection receives 2,637 reports. And 62% are cases of sexual abuse on children whose main actor is the closest person of the victim. This number increases 10% from the previous year. Sexual harassment case that shocks the education world recently experienced by one of the kindergarten students at Jakarta International School (JIC). The child who is 6 years old sodomized by a cleaning service worker at the school (Kompas, April 16, 2014). To prevent the cases occur on children, it is necessary to conduct the reproductive health education on children from an early age. It is important to prevent the

development of negative thoughts on children, especially when the child has begun to recognize information from media such as television, internet, books, and so on.

According Ilmawati (2013), the sex education for early childhood should be done, because it will affect the child's life when he/she is a teenager. During this time, the sex education is considered taboo among the community. They argue that the sex education has not been received appropriately by the early childhood, whereas the sex education is very influential to the child's life when he/she is a teenager. Because they will be careful with the dangerous treatment that can be received by them, such as sexual harassment. The early childhood have a high curiosity. Therefore, the parents need to answer the questions raised by them. One of important things is to answer children's questions honestly and with more refined language, so that the child can understand well. But also it does not mean to be described in detail, because it will only make the child feels confused.

Interest in sex is a normal process in the psychological development of children. The sex education on children will make children to be able to understand their own body and further can create positive body image. Discussing about sex to children is also a process for forming a pattern of open communication. Early communication, honest, and open between the parents and children are very important, especially when children begin adolescence. If the communication between the children and parents can occur normally, the children will be more comfortable talking with the parents about other things, such as about depression, relationship, substance abuse and alcohol. So talking about sex is a gateway to communication openness to the topic or the issues. Starting sexual communication with children as early as possible will make the parents do not stutter when children need answers about sex he/she is a teenager. The children will also get more accurate sex information from their parents compared by getting information from their friends or other sources. This communication and discussion can be started from since early and can be started by the experience which is seen, for example, when looking at someone who is pregnant, the parents can explain about pregnancy and childbirth process as well as how the origin of a baby. Smaller children, such as toddlers, will be attracted to pregnancy and childbirth process compared by the process of sexual intercourse. By starting to open sex communication with children, allows the parents to implant the family values to children. For example, by implanting values that the sexual intercourse should and is safer when done in themarriage area. In addition to the parents, the school is also an important institution to provide the sex education and reproductive health at an early stage. But the fact, many schools do not touch at all the aspect of the sex education and never talk to the students.

Reproductive health education which is in it there is sex education, at schools should be given to the allocation of sufficient time so that the students obtain the information more and can be believed the truth. Providing opportunity for the students to inquire about sexuality is a good communication between the teachers and students. This communication is considered effective and efficient which can prevent misunderstanding information received by the students. This is important because even though the information about sex is quite a lot in the media, but often and most of the information is not relevant because it does not address aspect of relationship, emotional, and sexual romance. As a result, there are a lot of violence events that often involve adolescent or children either as an object or subject of violence.

Many researches show that the children who are exposed to pornography through the media will be more prone to have sex at an earlier age. The children who receive the sex education at home and school tend to be not more to do risk sexual intercourse compared with the children who never receive the sex education. The open communication about sex on children is a healthy activity and very beneficial for the long term. At first the parents feel awkward when they will start to talk about sex, however, when the parents gain the trust of the children to talk about sex, the communication becomes open and the easier to tell anything what wants to be known by the children.

2. Early Childhood Education

Education can be seen as a process of empowering and civilizing individual so that he/she can meet his/her development needs as well as meet the demands of social, cultural, and religious in the environment of his/her life. Early Childhood Education (ECE) is defined as all the effort of the educators (parents, teachers, and other adults) in facilitating the development and learning of children from birth to six years old through the provision of a variety of experiences and stimuli that are developing, integrated, and comprehensive so the children can grow up and develop in a healthy and optimally in accordance with the values and norms of the life adopted. Solehudin and Hatimah (2007) argue that in the context of child development, Early Childhood Education (ECE)

has five basic functions, namely : (1) potential development; (2) planting basics of Aqeedah faith; (3) formation and habituation of the expected behavior; (4) knowledge development and basic skills which required; and (5) motivation development and positive learning attitude.

The first years after birth is an important period for the growth and development of children. This period is also often referred to as the critical period of children development or a golden age for children. During this period the basics of children development are laid. The experts from the education and psychologist consider early childhood (0-6 years old) is early stage that is very strategic for building their growth and development. Attention and proper treatment will acquire a foundation of their growth and development (Semiawan, Cony 2012:10). When associated with the brain development, which is an important part of child growth and development, half of the development of intellectual potential occurs in the first four years old.

Early childhood education has the primary function is to develop all aspects of child development, including the development of cognitive, language, physical (crude and fine motor), social, and emotional. Various researches indicate that there is a very strong relationship between the development experienced by children at early age by their success in later life.

3. Reproductive Health Education

As it has already been mentioned that the development of science and technology has made everything transparently, easily and quickly accessible to anyone, anytime, anywhere. Information and sexual experience can be obtained freely without the filter and this can influence mentally and psychologically for the child. If the children gain wrong information and experience about sex it will make a psychological burden and can affect the sexual health in the future. Children have a habit of imitating what the other person does. The sex education should be given early because it is associated with sexual libido of the human him/herself. Although there is someone argues that childhood do not know sexual desire, Freud's theory about libido argues that the children suck a thumb considered to have sexual meaning, even the child love of his/her mother is regarded as being based on sex and associated with jealousy toward his/her father. In conclusion the sexuality awareness has grown since childhood. Other discourse that is more thoughtful can also be understood if the libido is not only interpreted as encouraging sexual desire but it is wider that means "physical energy". The tendency of children to play towards their genitals is not premature sexual manifestations but as "fundamental physical pleasure" highly regulates the life of a child. The physical satisfaction can be obtained through suction, bowel, skin stimulation, masturbation, and a pleasure to bare. Another consideration, the sex education is given earlier due to the basic character of man is formed in childhood, and the expert of psychoanalysis has proven about the good or not good effect in the first years towards the child's basic character growth. The wrong education can influence the development of various forms of sexual perversion in the future periods. The sex education on early childhood is enabled to be able to straighten the understanding and sexual behavior of children so that can be more positive. The research result of Katherine (Walker, 2005) indicates that the girls who have received the sex education at an early age, 57% get married happily. The sex education plays a positive role in building the palace of family life that is better because in the process there is learning design that takes into account the goodness of children. Anxiety of the parents to the development of free sex has come to the emergency condition that has to get special treatment from various parties, especially religious leaders, education activists, and the more the government that gets a mandate from the people to facilitate and make happy the life of the national citizens. Attention has to be increased due to the development of media and facilities that lead to free sex nowadays is more sophisticated, complete, and also easily accessible to the poor people. The facilities and media potentially destroy the generation morality is not balanced with the policy and the emergency response owned by the government, also religious and education leaders.

4. Method of Edutainment Film in Reproductive Health Education in Early Childhood

In public health education, the method used is the application of method of teaching and learning that the outline of the method is divided into two kinds, namely, didactic and socratic method. The didactic method is a method based on the way one way or one way method that is the educator is active and the student is passive. As an example is a radio broadcasting, writing in the printed media, TV, movies, and so on. While the socratic method is a method of two way (two way traffic method), where the educator and participant can be active and creative. For example, group discussion, seminar, symposia, role playing, brainstorming, and so on (Ircham Machfoedz, 2007:49-50). Film method is as one of the methods in public health education. The characteristics of this method are the delivery of a message or information is more interesting because of the scenes and the conversation can be shown directly by the audiences. One of advantages of this method is that it can be used in the educational

process with relatively many participants. While the method of Edutainment Film is one of IEC methods (Information, Education, and Communication) which is packed with a combination of film media and entertainment that contains messages or interactive information in order to be easily accepted and understood by the audiences. This method is intended to increase the audiences' interest towards the message or information delivered so that the participants can follow it completely. With the interest, the audiences are expected to get complete knowledge about the reproductive health of early childhood. To know the feedback from the participants or audiences then this method combined with the games according to the message theme that delivered through the Edutainment Film. The definition of "Damar Wulan" is in preparation adolescence age of period of five years old.

5. Model of Reproductive Health Education in Early Childhood

Model of reproductive health education in early childhood is a concept framework in an activity of the reproductive health education in early childhood. The model is physical presentation in conceptually from the system of reproductive health education in early childhood. The focus of the model will be built based on how to combine human resources and non-human in the activity of reproductive health education for Early Childhood to achieve the goal. Implementation of effective and efficient education should be designed in a model that is constructed based on the needs of the community about reproductive health education for Early Childhood.

The model is according to Knezevich is the conceptual framework used as guide in doing an activity that states that the model is a bridge between the pure abstract intellectual activity and practical performance. Synthesis between theory and practice to focus more on general matters of specific dimension. The model development begins when merging concepts and facts that are considered significant to the understanding of the situation and the conclusion to the study of an interconnected pattern, useful in running the situation is better. Therefore, the model is an abstract intellectual configuration of the relationship and interactive that allows interpretation, explanation, or forecasting trends in the inter-relationships that occurs in the real world or some such dimension (Rachman, 2007: 25). The model is related to a particular object, both physically and conceptually. The model is a physical or conceptual presentation of an object that brings together the parts of the model component. The model can be schematic, images, charts, tables or diagrams. The model explains the interrelation of a variety of components of a pattern of thought that is presented as whole, so that we can see the clarity of the relationship as a whole and consistent. For that the model has to be arranged in concrete with attention to abstract things, so by looking at the model, we can read the contents contained in the model.

6. Methodology of the Research

Based on the description of the problems and objectives of the research to be achieved, then in this research will be used Design of Research & Development (R & D) refers to the theory of Borg and Gall, using procedural development that is started by description of introduction study, theoretical study, result of relevant research, then discovered the needs of society, which is used to design of conceptual model of Reproductive Health Education in Early Childhood. The approach of Research & Development is research that produces the product and examines the effectiveness of the product. The research is conducted in Semarang, the capital of Central Java Province. As the sample in this research is quotation of the population, which is amounted to 37 respondents, consists of teachers of ECE (Early Childhood Education), parents of EC (Early Childhood), and EC are domiciled in the city of Semarang. The technique of taking sample is by using technique of purposive random sampling. The number of ECE institutions which are representing of the classification are PAUD Pembina (TK Negeri Sendang Mulyo), PAUD Menengah (TK AL-Azhar TK 22 and TK Lab School), and PAUD Rintisan (TK Negeri Pembina).

7. Results and Discussion

The results of the research by using the method of observation and questionnaires, can be described as follows:

1. Observation Result of the Students:

The most part (97%) of the students have already known the differences between male and female outwardly, though when asked where the differences are almost all just smiled and do not answer, and there are some who are confused when asked about the sex of their friends; (2) All students who become the object of observation

(100%) have been able to mention each of their body parts; (3) The Most part of (83%) of students can not be mentioned in detail about the characteristics of male and female though outwardly they are able to differ between male and female; (4) All students (100%) know which organs are used to pee, but the most can not answer when asked the name of the organs, there is a small proportion of student who answers with daily terms (not the scientific name).

2. Observation Result of Kindergarten Teacher (ECE):

(1) The most part (75%) of teachers in the four Early Childhood Education Schools do not provide special material on reproductive health to the students, only 1 school (25%) whose teacher gives special material on reproductive health; (2) All schools (100%) are used as the object of observation, do not provide health material in structured health matter because it is not in the curriculum which implemented at the school; (3) All schools (100%) do not provide reproductive health material in accordance with the concept for early childhood due to the lack of understanding teachers about the concept of reproductive health education that is appropriate to the age of the students; (4) Although there is no specific material about reproductive health, but all the teachers (100%) in the four schools provide materials of the introduction of the parts of the body to the students periodically in accordance with the subject material in the specific day; (4) All teachers (100%) in the four schools are also introduce on the functions of the body; (5) All teachers (100%) in the four schools provide material on toilet training, even in the part of schools, there is a special officer who helps the students when he/she is in the toilet at the same time provides understanding to the students.

3. Results of observations of the parents as follows :

(1) The student parents agree (81%) the reproductive health education is given to children at an early age; (2) The reproductive health education should be given to children at an early age (81%); (3) The reproductive health education should be incorporated into the curriculum, (32% agree, 27% disagree); (4) The obligation to provide the reproductive health education is on the hands of teachers/schools (43% disagree, 22% are neutral); (5) Parents have not obligation to provide the reproductive health education (62% strongly agree, 33% disagree); (6) The reproductive health education to the students of early childhood education is not something that is urgent to be given (46% agree, 33% disagree); (7) The reproductive health is a taboo to talk about at home (57% disagreed, 38% strongly agree); (8) The students always ask a lot of things related to the reproductive health (54% answer Yes, 46% answer No); (9) Father/mother strongly supports the provision of the reproductive health education at schools (95% answer Yes).

The material of the reproductive health is not systematically given to the students, but the teachers provide materials on the introduction of gender, the differences between male and female as well as material about the characteristics of male and female so that the students are able to distinguish the gender. In the learning activity, the students sometimes often ask simple questions to the teachers on the reproductive health, although the teachers answer the questions asked by the students, but the teachers say he/she does not provide all the answers scientifically, it means only associated with the daily terms so that the students are more sensitive to everyday terms than scientific terms.

Result of FGD (Focus Group Discussion) together with the relevant experts, the teachers of ECD and the student parents, there are still differences of opinion, for example, in terms of who is the most responsible for the reproductive health education (sex education) parents or teachers, home or school must provide the reproductive health education. The reason of the group agree are started from the school firstly, argue the initial learning of school because in the general the condition of the house is not possible to talk about sex education and not all parents understand and can convey scientifically what is acceptable to children. The group argue that the schools are the most responsible and appropriate to initiate sex education by introducing organs with visual aids (image, doll, mannequin), the introduction of toilet training that has been split between a place for male and female, learning about the closing body and vital body parts that should not be touched by anyone else but his/her mother, early taught about what should be protected and should not be touched by anyone else, and if there is anyone who dares to touch, then the child should yell for help.

By looking at the result of the explanation above, suggests that the reproductive health education in Early Childhood, needs to be given immediately by entering into the curriculum, or at least in structured incorporated into the themes closely related to the reproductive health education. Based on Permendiknas Number 58 Year 2009, Children Health Education listed therein, so that the reproductive health education can enter into Permendiknas, so the position is not only integrated into the related themes. On the basis of the consideration, it is necessary to be built a learning model of the reproductive health for Early Childhood, which in this research is designed with the method of providing material through Education Film "Damar Wulan".

8. Conclusion

Description of the research result regarding the attitudes and opinions of teachers with regard to the reproductive health education in Early Childhood can be concluded that they have not specifically provide the reproductive health material systematically, only limited development in the relevant themes with the reproductive health. The result of FGD (Focus Group Discussion) of some experts of ECE, the teachers of ECE and the student parents agree so that the Government immediately realizes the reproductive health education enters into the curriculum for Early Childhood. This is in line with Permendiknas number 58 Year 2009 in which there is the child health education.

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