

The Development of an Interactive Busy Book as a Learning Medium for Introducing Sex Education in Early Childhood

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DOI: 10.31958/jies.v5i1.15067

Article info	Abstract
<p>Article History</p> <p>Recieved: 20/04/2025</p> <p>Revised: 22/04/2025</p> <p>Accepted: 24/04/2025</p> <p>✉ Corresponding author</p>	<p><i>This study aims to develop an interactive Busy Book as a learning medium for introducing sex education to children aged 5–6 years. The development process followed the Research and Development (R&D) method using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. Data collection involved interviews, documentation, and questionnaires with content experts, media experts, and B-class teachers. The validation results showed scores of 74% from the content expert and 84.4% from the media expert, while the practicality test yielded a score of 96.3%. The developed Busy Book was found to be suitable for use in teaching and is relevant as a tool for introducing basic sex education concepts appropriate for early childhood development.</i></p> <p>Keywords: <i>Busy Book, Sex Education, Early Childhood Education.</i></p> <p>Abstrak</p> <p>Penelitian ini bertujuan mengembangkan Busy Book interaktif sebagai media pembelajaran untuk pengenalan pendidikan seks pada anak usia 5–6 tahun. Pengembangan dilakukan melalui metode Research and Development (R&D) dengan model ADDIE yang mencakup tahapan analisis, desain, pengembangan, implementasi, dan evaluasi. Teknik pengumpulan data mencakup wawancara, dokumentasi, dan angket yang melibatkan ahli materi, ahli media, dan guru kelompok B. Hasil validasi menunjukkan skor 74% dari ahli materi dan 84,4% dari ahli media, sedangkan uji kepraktisan memperoleh skor 96,3%. Busy Book yang dikembangkan dinilai layak digunakan dalam pembelajaran dan relevan sebagai sarana memperkenalkan konsep dasar pendidikan seks yang sesuai dengan tahap perkembangan anak usia dini.</p> <p>Keywords: Pendidikan Seks, Busy Book, Anak Usia Dini</p>

INTRODUCTION

Early Childhood Education (ECE) can be one of the most fundamental means of preparing an excellent generation, as children undergo rapid changes and development across various aspects at an early age (Pertiwi et al., 2022; Warmansyah et al., 2023; Wulandari et al., 2024; Yuningsih et al., 2024). This presents a significant opportunity to influence children positively through ECE. Furthermore, early education leaves a lasting impact, laying the foundation for the child's future education and development

(Rosa & Kustiawan, 2019; Yuliana et al., 2022). Early childhood is a critical period in human life, and it is therefore essential that children receive education in various areas, including faith, morals, physical, intellectual, psychological, social, and sexual education (Riadi et al., 2023; I. P. Sari et al., 2023; Selian et al., 2024; Yuliana et al., 2022).

The importance of providing sexual education is particularly crucial when adapted to the child's age (Alucyana et al., 2020; Yuniarni, 2021). The urgency of sexual education serves to prevent the development of negative thoughts in children and is a proactive step in preventing criminal activities that have been increasingly prevalent (M. Sari, 2020). For instance, when children are aged 0-2 years, they should be taught the names of their body parts, how to recognize their differences and their functions. At ages 2-6, children should be introduced to the concept of private body parts, emphasizing that they are personal and should be treated with care. During this phase, they should also learn where babies come from and the concept of body ownership. When children reach ages 6-12 years, they should be introduced to puberty, body changes, what is permissible and impermissible, sexual relations, and how reproductive organs function. Sexual education for young children should ideally begin in early childhood (Fadillah & Yusuf, 2022). The goal is to equip children with basic knowledge of religious norms, prevent misunderstandings regarding sexuality, and teach them how to protect themselves from sexual violence.

Cases of sexual violence against children in Indonesia have become increasingly alarming, showing a rising trend each year. Data from the Indonesian Child Protection Commission (KPAI) in 2022 recorded a total of 4,683 complaints related to child abuse, including through direct complaints, letters, emails, and online platforms. Of these, the category of Special Protection for Children (PKA) was the most reported, with 2,133 cases. The highest number of these reports involved children as victims of sexual crimes, totaling 834 cases (KPAI, 2023). This alarming fact highlights that children in Indonesia are extremely vulnerable to sexual violence, whether within the family, school, or community environment. Given the growing incidence of child sexual abuse, it is evident that sexual education for young children is critical. Sexual violence against children is not only a social issue but also has significant health impacts, affecting the physical and psychological development of children (Hartati, 2017). The trauma caused by such experiences severely impacts their quality of life, especially during the golden age period, which is a time of rapid growth and development.

Sexual violence does not merely affect the physical aspect but also results in long-lasting psychological trauma, disrupting emotional and social development, as well as cognitive abilities (Ernawati et al., 2023). Early childhood, particularly the period between 0-6 years, is considered the golden age of development, where the stimulation provided during this phase significantly influences a child's future life (Rifda et al., 2024). Therefore, early sexual education is crucial to help children recognize their

bodies, understand social boundaries, and protect themselves from inappropriate actions.

The Indonesian government has regulated child protection in Law No. 35 of 2014 on Child Protection, which amended Law No. 23 of 2002. This law affirms that children have the right to protection from violence and sexual exploitation. Article 59 of Law No. 35 of 2014 mandates that the government, local governments, and the community have an obligation to provide special protection for children who are victims of violence, including sexual violence. One form of this protection is to provide age-appropriate education so that children can recognize their rights and learn how to protect themselves from sexual crimes (Muntihani, 2024). However, sexual education remains a taboo subject in society. Many parents and teachers feel awkward or reluctant to discuss this topic with children, fearing that it might provoke excessive curiosity. In reality, when delivered in an age-appropriate manner, sexual education can serve as a preventive measure to raise awareness and vigilance against various forms of sexual violence (Nurbaya, 2021). One effective way of introducing sexual education to young children is through engaging learning media tailored to their characteristics.

The selection of TK Umega in Palopo City as the research location is based on several considerations. First, observations and interviews with teachers and the school principal revealed that the introduction of sexual education at TK Umega is still limited and lacks specialized teaching materials to support this topic. Sexual education has only been briefly introduced within the "Myself" theme, without any systematic or engaging learning tools. Second, there is a growing need for more innovative media development to help children understand the basic concepts of sexual education in a fun and non-intimidating way. Third, TK Umega offers a conducive learning environment, with educators who are open to innovations in teaching and ready to assess the effectiveness of the media developed. One such medium is the Busy Book, an interactive book made of felt fabric designed with various educational activities. This medium allows children to learn through direct experiences, exploration, and interaction, encouraging them to understand concepts of the body, privacy, and social boundaries in a simple and accessible way (Maulidia et al., 2024).

The development of the Busy Book serves as an appropriate alternative solution to introduce early sex education to children aged 5–6 years. This media is designed based on the developmental needs of children, encompassing cognitive, socio-emotional, and fine motor aspects through enjoyable and non-threatening approaches. The Busy Book allows children to learn through exploratory and interactive activities such as lifting flaps, matching pictures, and recognizing body-related symbols in a concrete manner (Fitriyah et al., 2021; Yuniarni, 2021). Previous studies have shown that Busy Books are effective in enhancing children's cognitive and psychomotor abilities, as well as reinforcing concept comprehension through thematic learning methods (Aprita & Kurniah, 2021; Hayati et al., 2023). Other research also indicates that flannel-based interactive media like Busy Books can increase children's

engagement in the learning process due to their manipulative and visually appealing features (Humaida & Abidin, 2021). By utilizing the interactive and enjoyable nature of the Busy Book, this medium can become an effective bridge to introduce basic concepts of sex education, such as identifying body parts, understanding privacy boundaries, and reinforcing social norms in accordance with the child's developmental stage.

Despite the increasing awareness of the importance of sex education for early childhood, previous studies have often focused on theoretical frameworks or general guidelines for introducing this sensitive topic, rather than developing practical and engaging instructional media specifically tailored to the cognitive and emotional development of young children. Moreover, most of the existing learning tools lack interactivity and contextual relevance to children's real-life experiences, which can limit their effectiveness in delivering such essential knowledge. Research that integrates the concept of sex education into an age-appropriate, tactile, and interactive learning medium remains limited, especially in the Indonesian context. This study attempts to bridge that gap by developing a hands-on educational tool that not only aligns with the developmental characteristics of children aged 5–6 but also provides teachers and parents with a structured, practical approach to introduce sex education in early childhood settings.

This study aims to (1) analyze the need for developing a Busy Book learning medium for introducing sex education to children aged 5–6 years at TK Umega Palopo, (2) test the validity of the Busy Book learning medium based on assessments from subject matter and media experts, and (3) evaluate the practicality of using the Busy Book in early childhood education. With the development of this learning medium, it is hoped that it will contribute to improving children's understanding of early sexual education and assist teachers and parents in providing appropriate and effective education tailored to the children's needs.

METHODS

This study adopts the Research and Development (R&D) approach, utilizing the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation (Krisna Gae, 2024). However, this research is limited to the validation and practical testing stages, excluding full-scale implementation and evaluation. The ADDIE model was chosen for its structured framework that ensures the development of valid and practical learning media before broader implementation.

Analysis

The initial phase involved identifying the needs for developing sex education media for children aged 5–6 years. Observations of learning activities at TK Umega, Palopo, and interviews with teachers highlighted the limited teaching on sex education and the absence of engaging educational tools. The existing approach only covered basic concepts of gender differences and body parts through brief discussions, without

attractive aids for children. This analysis emphasized the need for more interactive learning media tailored to early childhood development.

Design

Following the analysis, the design phase focused on developing the Busy Book learning media. This media was designed with visual and interactive elements to capture children's attention and make understanding sex education concepts more tangible. It included age-appropriate content, child-friendly illustrations, and safe materials like felt fabric. The design phase also involved creating validation instruments for media experts to assess the media's feasibility.

Development

In the development stage, the Busy Book was produced based on the design specifications. Each page included interactive elements, such as body part matching games, flaps that reveal touchable and non-touchable areas, and illustrations to help children understand gender and body privacy concepts. The development considered content accuracy, aesthetic appeal, and material safety to ensure suitability for children.

Validation

Once developed, the Busy Book underwent validation by subject matter and media experts. This stage aimed to assess content alignment with learning objectives, media quality, and its effectiveness in delivering sex education to young children. The experts provided feedback through a validation form, and revisions were made based on their suggestions to improve the media's quality before practical testing.

Practical Testing

The practical testing phase involved 15 children from Group B at TK Umega, Palopo. This stage aimed to determine how easily and effectively the Busy Book could be used in the learning process. Observations were conducted to evaluate how children interacted with the media and their understanding of the material. Teachers were also interviewed to gather feedback on the media's usability and the children's responses during learning activities. Data was collected through three main methods: observation to assess how children interacted with the media and understood sex education concepts, interviews with teachers to evaluate media effectiveness, and expert validation using a validation sheet.

Data Analysis

Data analysis utilized a descriptive quantitative approach, processing information from observation sheets, interviews, and validation forms into quantitative scores. The observation data reflected children's cognitive development in understanding self-protection, body boundaries, and social interactions after using the Busy Book. Validation data was analyzed using a Likert scale to convert scores into percentages, determining the media's validity. Practical testing results were also

presented as percentages, categorizing the media as highly practical, practical, somewhat practical, or less practical, with a threshold of 80% for high practicality.

Table 1. Expert Validation Sheet

No	Validation Expert	Aspect	Indicator
1	Content	Content Suitability	1. Achieves set learning objectives 2. Follows developed indicators 3. Encourages active participation and cognitive development about sex education 4. Promotes children's self-knowledge 5. Suitable for Early Childhood Development standards.
2	Media	Visual	1. Appeal of the Busy Book's appearance 2. Media quality 3. Image size and media accuracy 4. Ease of use in practice 5. Appropriate color combinations
		Technical	1. Comfort in using the media 2. Safety in usage 3. Suitability based on Early Childhood Development indicators 4. Generates excitement in learning 5. Aids in understanding sex education.

RESULTS AND DISCUSSION

This study focuses on the development of a Busy Book learning media for introducing sex education to children aged 5–6 years at TK Umega in Palopo City. The Busy Book is designed as a learning aid to support teachers in stimulating early childhood cognitive development in an interactive and enjoyable manner. The aim of this study is to identify learning needs, design appropriate learning media, and assess the validity and practicality of the developed product. The ADDIE development model was chosen as the framework for this study because it provides a systematic approach to designing and evaluating instructional media. The stages of research conducted include needs analysis, design, development, expert validation, and practicality testing.

Analysis Stage

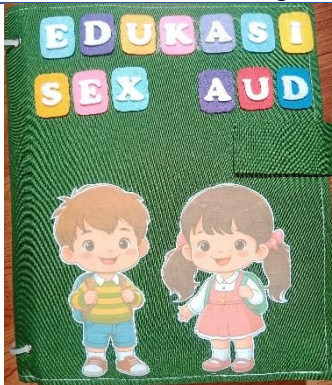

In the needs analysis stage, observations and interviews were conducted with teachers at TK Umega Palopo to identify the appropriate learning needs for children aged 5–6 years. The analysis revealed that children at TK Umega had limited understanding of self-protection and body boundaries, particularly regarding which body parts are appropriate or inappropriate to be touched. Additionally, it was found that the current learning media in use consisted mainly of storybooks and anatomical diagrams. Based on these findings, the development of a Busy Book was considered a

suitable solution to help children understand concepts of self-protection, body boundaries, and gender differences more effectively and enjoyably.

Design Stage

Based on the results of the needs analysis, this stage focused on designing the Busy Book learning media. The activities included preparing learning materials, designing illustrations and interactive elements, and compiling validation sheets. The Busy Book was designed with careful consideration of visual appeal, interactivity, and material safety to suit the characteristics of early childhood learners.

Table 1. Design of Busy Book learning media

Design	Description
	Busy Book Media Front Cover
	Boys & Girls Clothing Differences Page



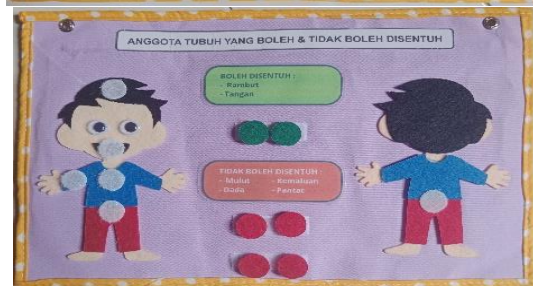
Boys Accessories Recognizing and Matching Pages



Girls Accessories Recognizing and Matching Pages



Page: Body parts that can & cannot be touched by girls and boys



Material Expert Revision Results



Development Stage

The developed media includes various interactive activities such as: 1) Introducing body parts through tactile and matchable illustrative images; 2) Interactive pages about gender differences, helping children understand that boys and girls have distinct physical characteristics; 3) Flap elements to teach which body parts are safe or unsafe to touch, where children can lift flaps to reveal more information; 4) User guidance designed to assist teachers in using the Busy Book effectively during instruction. Each element of the Busy Book is designed in accordance with the developmental stage of early childhood, using simple language and appealing illustrations to help children understand the concepts of self-protection and body boundaries in an enjoyable manner.

Validation Stage

The next phase involved expert validation by subject matter experts and media experts. The purpose of this validation was to assess whether the developed media was feasible for use or required revisions before testing with children. Subject matter experts evaluated the content's alignment with learning objectives, accuracy of information, and relevance to the cognitive development of 5–6-year-old children. Meanwhile, media experts assessed visual design, text readability, interactivity, and material safety. The validation results indicated that the Busy Book was considered valid, with some suggestions for improvement. These included adjusting

some illustrations to be more representative and using more contrasting colors to attract children's attention. Based on this feedback, revisions were made before proceeding to the practicality testing phase.

Practicality Testing Stage

The final stage of this study was the practicality test, which aimed to assess how easy and effective the Busy Book was to use in learning activities. The test was conducted at TK Umega Palopo, involving 15 children from Group B as research subjects. During this stage, observations were made of how children interacted with the Busy Book, whether they could understand the presented concepts, and their level of engagement with the provided activities. In addition, interviews were conducted with classroom teachers to determine whether the media facilitated their teaching of sex education to children. The results showed that the Busy Book was easy for children to use and effectively increased their engagement in learning. Children appeared enthusiastic and were able to participate well in the activities. Teachers also provided positive feedback, stating that the Busy Book helped them deliver sex education in a more structured and engaging way.

Overall, the results of the validation and practicality tests indicate that the Busy Book is a valid and practical instructional media for sex education learning at TK Umega Palopo. It is hoped that this media can help children better understand the concepts of self-protection, body boundaries, and gender differences, thereby fostering greater awareness in protecting themselves from potential risks in their environment.

Table 2. Recapitulation of Product Validation and Practicality Results

No.	Expert	Percentage
1	Material Expert	74%
2	Media Expert	84.4%
3	Practicality	96.3%

Implementation Stage

At the implementation stage, the researcher conducted a product trial after it was declared valid by the validators. The trial of the Busy Book media was carried out over three days (February 10–12, 2025) with 15 children in a small group. The learning activities in the Busy Book were categorized into two main sections with the following material distribution: on the first day, learning was focused on "Self-Identity (gender)," while on the second and third days, the learning focused on the theme "My Body," with subtopics "Body Parts" on the second day and "Private Body Parts" on the third day. The assessment used eight indicators that were aligned with the Busy Book contents: 1) Children are able to recognize their identity based on gender; 2) Children can differentiate between boys and girls; 3) Children understand differences in clothing between boys and girls; 4) Children recognize various body parts; 5) Children can correctly match body parts; 6) Children know the parts of the face; 7) Children are able

to match facial features accurately; 8) Children understand the difference between private (not to be touched) and non-private (can be touched) body parts.

The percentage of the results of the early childhood sexual understanding assessment questionnaire obtained from this study can be seen in Table 4.10 below.

Table 3. Percentage of Early Childhood Sexual Understanding Assessment Questionnaire

No.	Name	Score	Achievement Percentage	Criteria
1.	MB	8	100%	BSB
2.	MF	7	87.5%	BSB
3.	MA	6	75%	BSH
4.	AA	7	87.5%	BSB
5.	PA	6	75%	BSH
6.	RS	7	87.5%	BSB
7.	BA	7	87.5%	BSB
8.	AF	5	62.5%	BSH
9.	NF	6	75%	BSH
10.	GN	7	87.5%	BSB
11.	SR	6	75%	BSH
12.	AN	5	62.5%	BSH
13.	AH	7	87.5%	BSB
14.	AM	6	75%	BSH
15.	GN	6	75%	BSH

Final Score: 96 | Average: 80% | Category: BSB

The assessment of sexual education understanding for children aged 5–6 years at TK Umega was conducted through direct observation and Q&A sessions. The results from 15 children showed an understanding level of 80% in the BSB (Very Well Developed) category. This indicates that the Busy Book media is effective in enhancing children's understanding of sexual education.

Discussion

The key finding of this study reveals that the Busy Book is an effective and feasible learning medium for introducing sex education to early childhood learners. It helps children understand fundamental concepts such as body awareness, privacy, and gender differences through engaging visual elements and interactive activities. Additionally, the media is considered practical by educators, making it suitable for broader application in early childhood education settings.

This finding is consistent with previous studies highlighting the effectiveness of Busy Book in enhancing young children's learning skills (Hayati et al., 2023; Humaida & Abidin, 2021). One such study emphasized the successful use of Busy Book in developing fine motor skills through systematic design stages and expert validation. The results indicate that this medium is not only engaging but also provides tangible benefits

for children's developmental growth. Further support comes from research on the development of a Sex Education Book, designed to help children understand the importance of self-protection and recognize appropriate and inappropriate touches (Nurfadila et al., 2024). That study demonstrated that educational books tailored to a child's developmental stage can significantly enhance their understanding and awareness regarding personal boundaries and bodily autonomy.

Moreover, another study investigating the impact of Busy Book in the context of sex education also confirms that children more readily absorb sensitive topics through interactive and visually appealing media (Saranuha et al., 2024). The interactive nature and visual appeal of the Busy Book play a crucial role in effectively delivering educational messages that are essential for the child's safety and socio-emotional development (Firdaus & Hadayani, 2021). In conclusion, this study not only reinforces the Busy Book as a multifunctional learning tool but also emphasizes the importance of using developmentally appropriate media in introducing sex education to young children. The integration of educational content into an enjoyable and accessible format positions the Busy Book as a relevant, applicable, and potentially scalable tool for implementation in early childhood education institutions.

CONCLUSION

The Busy Book learning media developed in this study has proven to be valid and practical for introducing sex education to children aged 5–6 years at TK Omega, Palopo. Based on validation from subject matter and media experts, as well as practical testing with teachers and children, the Busy Book effectively presents material in an interactive, engaging, and age-appropriate manner. This media serves as an effective alternative in helping young children understand concepts such as self-protection, body boundaries, and gender differences from an early age. Furthermore, the Busy Book's interactive features facilitate deeper engagement, ensuring that children not only absorb information but also internalize important values related to personal safety and gender equality. Its application in early childhood education, particularly in fostering awareness about body autonomy and respect for others' boundaries, offers a promising approach to holistic child development. Therefore, this learning media can significantly contribute to raising awareness and promoting positive behavioral development in young children regarding sensitive topics like sex education.

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