

Puppets Story Telling Increased Sexual Knowledge on Children 3-5 Years Old

Purwantini Susilowati¹⁾ Ribkha Itha Idhayanti²⁾ Arum Lusiana³⁾
Email : langeng.laris@gmail.com

ABSTRACT

Background: In 2021, the number of cases of violence against children in Magelang Regency, Central Java increased compared to the previous year, especially cases of sexual harassment and violence. There were 31 cases in 2020, and the number rose to 47 cases in 2021. It is essential to give sexual education to children from an early age because sexual education knowledge is an effort to prevent unplanned negative impacts, preventing sexually transmitted diseases, depression, and feelings of guilt which have long-term consequences. Moreover, there has been no research on the improvement of sexual education knowledge in children aged 3 to 5 years caused by the storytelling method using puppet media. This research aims to determine the effect of sex education knowledge on children aged 3-5 years using the storytelling method using puppets.

Methods: This research was conducted at the Harapan Bunda Playgroup, Krinjing Village, Dukun District. This type of research uses a pre-experimental design with a one-group pretest post-test design. The population of this study was students aged 3-5 years in the Harapan Bunda Playgroup in May 2024, with a total of 40 respondents. The sampling technique is using total sampling (census). Data analysis used the Wilcoxon test. All research samples were given pre-test and post-test questionnaires.

Results: The research results showed that there was an influence on knowledge of sex education for children aged 3-5 years using the storytelling method using puppet media with a p-value of $0.000 < \alpha 0.05$.

Conclusion: With the results of this research, it is hoped that midwives should be able to provide information, especially to parents of children aged 3-5 years, about sex education by providing counseling using puppets story telling which is an effective methods and media.

Keyword : children; knowledge; puppets; sexual; storytelling

¹ *Dukun Public Health Center, Magelang, Central Java, Indonesia*
Jl. Veteran KM.06, Dukun, Magelang,

^{2,3} *Department of Midwifery Magelang, Poltekkes Kemenkes Semarang, Indonesia*
Jl. Perintis Kemerdekaan, Magelang, Jawa Tengah, Indonesia

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Background. At the age of 3-5 years, children are in the phallic stage, where they begin to turn their attention to their genitals which are an interesting and sensitive area of the body (Sriyanto and Hartati, 2022). Based on a preliminary study of 5 kindergarten teachers, 5 parents of children aged 3-5 years, and 5 child companions other than parents in Dukun District, the results showed that there was limited understanding and knowledge about sex education for children aged 3-5 years, parents still had concerns and negative assumptions about sex education for children aged 3-5 years, in addition, teachers and parents wanted sex education to be delivered appropriately and according to the child's age.

Knowledge is the result of someone's knowledge obtained from human senses (eyes, nose, ears, skin, tongue) (Ningsih, 2022).

Sex education material for early childhood is considered important to prevent sexual violence. Based on a compass.id news article, in 2021 the number of cases of violence against children in Magelang Regency, Central Java increased compared to the previous year, especially cases of sexual harassment and violence (Rukmorini, 2021).

Based on Article 54 paragraphs 1 and 2 of the Republic of Indonesia Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, it states that children in and around educational

units are required to receive protection from physical, and psychological violence, sexual crimes, and other crimes committed by educators, education personnel, fellow students, and/or other parties (Law No. 35 of 2014 on the Amendment to Law No. 23 of 2002 on Child Protection, 2014).

Sex education for children aged 3-5 years is very necessary because by providing sex education, parents can provide first aid by preventing sexual mistreatment of children (Morrisey and Kinderman, 2020). So far, sex education has been considered taboo in society because it is inappropriate for young children, although it can have an impact on the lives of adolescent children (Susanti, utami and Yati, 2020).

Children aged 3-5 years are included in preschool children (Suwarni and Murtutik, 2021). A teacher can conclude whether learning activities to develop children's knowledge are by the indicator category BB (not yet developed), MB (starting to develop), BSH (developing as expected), or BSB (developing very well) from the child's development (Prehatini, 2023). Early childhood sex education (3-5 years) is education that introduces basic things related to (1) Identifying body parts that may be touched, (2) Identifying body parts that may not be touched by other people, (3) Introduction to gender identity, (4) Skills to protect oneself from sexual crimes, (5) Identifying situations that lead to a tendency towards sexual exploitation to ensure that children can avoid or minimize the dangers of sexual violence (Janah, 2023).

Justicia (2008) in Azzahra (2020) revealed several goals of early childhood sexual education, namely; (1) providing lessons on gender roles, especially on biological topics such as pregnancy, menstruation, puberty, and so on, (2) Providing an understanding of how to behave and socialize with the opposite sex, (3) Preventing sexual deviations, (4) Being able to distinguish between forms of sexual harassment or violence and those that are not, (5) Preventing children from becoming victims or even perpetrators of sexual harassment or

violence, (6) Fostering a courageous attitude to report if sexual violence occurs or becomes a victim (Azzahra, 2020).

Because there are still many parents and educators who have difficulty implementing sex education at home and school, the storytelling method using puppet media can be used as an alternative to introducing sex education. However, the content of the story which contains sex education material and is delivered through the storytelling method using puppet media must be appropriate for the age stage.

In this study, the researcher chose dolls as a medium for storytelling to improve the ability and understanding of sex education. Gender dolls were chosen by the researcher because using gender dolls does not require a lot of space and time. Gender dolls are also easy to obtain. When compared to other types of dolls, gender dolls are more flexible in moving so that children can interact with the dolls, for example, children touch the dolls. In addition, gender dolls are chosen because they are considered easier to play with and do not require other tools to play with them. Gender dolls help children learn about male and female genders. In this study, the author chose gender dolls made of a soft cloth and named Jenny and Fino.

Teachers use doll media to discuss directly with children about their body privacy, the function of their body parts, the differences between men and women, and whether or not touching is allowed (Prehatini, 2023). The results of Cahyani's (2022) study showed that there was an influence of sex education using the storytelling method on understanding the avoidance of sexual violence in early childhood at Aisyiyah Bustanul Athfal I Mancilan Mojoagung Jombang Kindergarten (Cahyani, 2022).

Sex education is very important to be given to children from an early age because knowledge about sex education is an effort to minimize or prevent unplanned negative impacts, prevent sexually transmitted diseases, depression, or feelings of guilt which

are long-term impacts (Hasiana, 2020). Therefore, the author is interested in researching the influence of sex education knowledge on children aged 3-5 years using the storytelling method with puppet media at the Harapan Bunda Playgroup in Krinjing Village, Dukun District, Magelang Regency.

Methods. This study used a quantitative approach. The method used in this study is experimental research with pre-experimental designs. The design in this study is a one-group pretest posttest design. The independent variable in this study is the storytelling method with puppet media while the dependent variable is the sexual knowledge for children aged 3-5 years.

The storytelling method with puppet media is a teaching activity using stories that are acted out with Fino and Jenny gender dolls which contain sex education material for children aged 3-5 years, namely identifying body parts that can be touched and should not be touched by others, gender identity recognition, self-protection skills, identifying situations that lead to sexual exploitation tendencies. Sexual education knowledge of 3 - 5 years old children is the ability to choosing the correct answer of the question about sexual education material.

This research took place from April to May 2024 at the Harapan Bunda Playgroup, Krinjing Village, Dukun District, Magelang Regency. The population in this study were all students aged 3-5 years who were at the Harapan Bunda Playgroup in Krinjing Village, Dukun District, Magelang Regency, as many as 40 respondents. The sampling technique used in this study was total sampling (census).

The primary data from this study were the results of the respondents' scores for children aged 3-5 years using an instrument in the form of true-false questions in the pre-test and post-test which would be filled in before and after receiving sex education knowledge material using the storytelling method with puppet media. Secondary data in this study were obtained from the Harapan Bunda Playgroup School Main Book by taking data from children

aged 3-5 years in May 2024. The instrument used in this study was a questionnaire in the form of true or false questions about sex education knowledge material for children aged 3-5 years using the storytelling method with puppet media consisting of 15 statements.

The instrument validity was tested using experts judgement, by consulting to one child psychologist with a master's degree in psychology and one principal of Pertiwi Dukun I Kindergarten with a bachelor's degree in education, by consulting the questionnaire that has been made. The data obtained analyzed using univariate analysis which produces the frequency distribution and percentage of each variable. The bivariate analysis used in this study is to describe the knowledge of sex education of children aged 3-5 years before and after the storytelling method using puppet media. Bivariate analysis in this study uses a non-parametric test with the Wilcoxon test because the data scale is categorical/ordinal. The interpretation is based on p value, if $< 0,05$ then H_0 is would be rejected but if $> 0,05$ H_a is would be accepted.

Result and Discussion.

Sexual Knowledge Before Being Given Education Using Puppets Story Telling Method

The average score of sex education knowledge of children aged 3-5 years before using the storytelling method with puppets was 69.83. The minimum score of sex education knowledge of children aged 3-5 years before using the storytelling method with dolls was 13.33 and the maximum score reached 100. Data on sex education knowledge of children aged 3-5 years before using the storytelling method with dolls had a standard deviation of 20.75.

The research results show that the sub-variable identifying body parts that may be touched by others represented by questionnaire statement items number 6, 10, and 12 obtained correct answers of 35, 21, and 33 respectively with percentages of 87.5%; 52.5%; and 82.5%. The sub-variable identifying body parts that should not be touched by others

represented by questionnaire items 2, 9, and 14 obtained correct answers from 35, 22, and 21 respondents with the percentage of correct answers respectively being 87.5%; 55%; 52.5%. Meanwhile, the sub-variable in the form of gender identity recognition represented by questionnaire items 1, 4, and 7 obtained correct answers from 35, 36, and 80 respondents with the percentage of correct answers reaching 87.5%; 90%; and 75%. The sub-variable of self-protection skills in this case was measured by questionnaire items number 8, 11, and 15 obtained correct answers from 22, 20, and 36 respondents with the percentage of correct answers reaching 55%; 50%; and 90%. The last sub-variable regarding the ability to identify situations that lead to sexual exploitation tendencies represented by questionnaire items number 3, 5, and 13 obtained 26, 27, and 22 correct answers with the percentage of each item respectively being 65%; 67.5%; and 55%.

The research results show that sex education knowledge of children aged 3-5 years before using the storytelling method with dolls obtained results of 1 child (2.5%) in the BB category (not yet developed), 7 children (17.5%) in the MB (starting to develop), 10 children (25%) in the BSH category (developing as expected) and 22 children (55%) in the BSB category (developing very well).

Based on the results of the data analysis, the average score of children's sex education knowledge aged 3-5 years before using the storytelling method with puppet media was 69.83 with the lowest score of 13.33 and the highest score of 100. This shows that there are still respondents with inadequate knowledge about sex education, with a recap of respondents' answers, the most correct answers were for the statement item that the younger sibling knows that this younger sibling is a girl (boy) answered correctly by 36 respondents (90%) and the statement that the younger sibling does not like it when other people they don't know suddenly touch their

body was answered correctly by 36 respondents (90%). When children aged 3-5 years who were respondents in this study managed to answer the questions asked correctly, it means that they have succeeded in achieving the BSH category (developing as expected) and BSB (developing very well) as much as 80%. Children who fall into this category can demonstrate knowledge of sex education according to expected development without needing to be reminded by the teacher, and can even remind their friends.

Meanwhile, many wrong answers were answered in the statement item "The younger sibling will be afraid to play alone in a quiet place" answered incorrectly by 20 respondents (50%), and in the statement item "The younger sibling cannot mention body parts covered by underwear (chest, stomach, buttocks, genitals)" answered incorrectly by 19 respondents (47.5%). When children aged 3-5 years who were respondents in this study answered incorrectly to the questions asked, it means that they have only reached the BB (not yet developed) and MB (starting to develop) categories as many as 20%. Children who fall into this category can demonstrate knowledge of sex education but still need guidance/examples from teachers and also be reminded by teachers.

Based on the respondents' answers, it shows that there are still many respondents who are wrong in the sub-variable identifying body parts that should not be touched by others and the sub-variable of self-protection skills. Lack of knowledge in children aged 3-5 years about protecting themselves from being touched by others (strangers) can be at risk of violence and early childhood sexual abuse. This is to the theory that one of the causes of the increasing cases of violence and sexual harassment in which children become victims is a lack of knowledge about sex education.

Sexual Knowledge After Gave Education Using Puppets Story Telling Method

The average score of sex education knowledge of children aged 3-5 years after

using the storytelling method with dolls was 90.92. The minimum score of sex education knowledge of children aged 3-5 years after using the storytelling method with dolls was 50.33 and the maximum score reached 100. Data on sex education knowledge of children aged 3-5 years after using the storytelling method with dolls had a standard deviation of 9.81.

The sub-variable identifies body parts that may be touched by others, there are three statement items. Statement item number 6: 33 respondents gave the correct answer, which is equivalent to a percentage of 82.5%. While statement item number 10: 36 respondents gave the correct answer, with a percentage of 90%. As for statement item number 12: 37 respondents gave the correct answer, with a percentage of 92.5%. The second sub-variable, namely identifying body parts that should not be touched by others, was measured using three questionnaire items, namely number 2 with 39 respondents giving the correct answer, with a percentage of 97.5%. Furthermore, questionnaire item number 9 had 38 respondents giving the correct answer, with a percentage of 95%. Item 14 resulted in 33 respondents giving the correct answer, with a percentage of 82.5%.

The gender identity recognition sub-variable measured using the first questionnaire item resulted in 39 respondents giving the correct answer, with a percentage of 97.5%. Questionnaire item 4 had 40 respondents giving the correct answer, with a percentage of 100%. Questionnaire item 7 informed that 37 respondents were giving the correct answer, with a percentage of 92.5%. The next sub-variable is self-protection skills, each questionnaire item produced a correct answer of 35 respondents giving the correct answer with a percentage of 87.5%; 24 respondents gave the correct answer with a percentage of 60%, and 40 respondents gave the correct answer with a percentage of 100%.

The last sub-variable, namely the ability to identify situations that lead to sexual exploitation, received correct answers from

respondents for each item as many as 38 respondents with a percentage of 95%; 37 respondents with a percentage of 92.5%; and 37 respondents gave correct answers with a percentage of 92.5%. Overall, the data shows that for the sub-variable identifying body parts that may be touched by others, the percentage of correct answers ranges from 82.5% to 92.5%.

For the sub-variable identifying body parts that may not be touched by others, the percentage of correct answers is also between 82.5% to 97.5%. For the sub-variable recognizing gender identity, the percentage of correct answers varies between 92.5% to 100%. Meanwhile, for the sub-variable of self-protection skills, the percentage of correct answers ranges from 60% to 100%. Finally, for the sub-variable identifying situations that lead to sexual exploitation, the percentage of correct answers is between 9.25% to 95%.

The research results show that sex education knowledge of children aged 3-5 years before using the storytelling method with dolls was obtained with the results of 2 children (5%) in the BSH category (developing according to expectations) and 38 children (95%) in the

BSB category (developing very good). Based on the results of the data analysis, the average score of children's sex education knowledge aged 3-5 years before using the storytelling method with puppet media was 90.92 with the lowest score of 50.33 and the highest score of 100. Based on the recapitulation of respondents' answers, all respondents' correct answers were answered correctly on the statement item that the younger sibling knows that this younger sibling is a girl (boy) (100%), and on the statement item that the younger sibling does not like it when other people they don't know suddenly touch their body. When children aged 3-5 years who were respondents in this study managed to answer the questions asked correctly, it meant that they had succeeded in reaching the BSB category (developing very well) as much as 95%. Children who fall into this category can

demonstrate sex education knowledge that exceeds the expected development indicators and can even remind their friends.

While there are still many wrong answers on the statement item that the younger sibling will be afraid to play alone in a quiet place, answered incorrectly by 16 respondents (40%). When children aged 3-5 years who were respondents in this study answered incorrectly to the questions asked, it meant that they had only reached the BSH category (developing as expected) by 5%. Children who fall into this category can demonstrate knowledge of sex education according to expected development without needing to be reminded by the teacher and answer correctly, quickly, and correctly.

After counseling on sex education for children aged 3-5 years with the storytelling method using puppet media, many respondents still answered incorrectly on the statement item Adik will be afraid to play alone in a quiet place, but the results increased, many respondents answered correctly, this shows that providing sex education material to children aged 3-5 years with the storytelling method using puppet media can increase knowledge of sex education.

This is by previous research which showed that the application of the story of my body with wayang ranti can affect the sex education of children aged 5-6 years. Due to the lack of learning media that supports sex education, and the lack of specific explanations during learning, there are still many children who do not understand sex education such as girls hugging male friends. So the story of my body is mine with the wayang ranti becomes an effective learning media used for sexual education.

The results of the study conducted at Aisyiyah 20 Kindergarten found that learning was carried out using the story of My Body is Mine with the Wayang Ranti. Knowledge about sexual education for children aged 5-6 years showed a significant increase, through the story of My Body is Mine with the Wayang Ranti can improve the understanding of sexual education in children, because in the story

there is a plot that contains knowledge of sexual education explained by the mother and ranti characters in the story, delivered using wayang media. Where the story explains what parts of the body can be touched and cannot be touched, who can touch, what is the term harassment, what is the behavior and form of harassment, and how to avoid it if someone wants to commit a sexual crime. So that the explanation of the story can be applied by students in the school environment or the surrounding environment (Irianti *et al.*, 2023).

The Influence of Sex Education Knowledge of Children Aged 3-5 Years Using Storytelling Method with Puppet Media

The results of the analysis using the Wilcoxon test obtained a p-value of $0.000 < \alpha = 0.05$, so there is a difference in the results of the sex education knowledge scores of children aged 3-5 years before and after counseling using the storytelling method with puppet media. In other words, there is an influence of counseling using the storytelling method with puppet media on the sex education knowledge of children aged 3-5 years.

Based on the results of the data analysis, the results showed that the respondents' knowledge value increased after attending counseling 38 respondents, and remained the same for 2 respondents, while the results of the analysis using the Wilcoxon test obtained a p-value of $0.000 < \alpha 0.05$, so there is an influence of knowledge of sex education for children aged 3-5 years using the storytelling method with puppet media.

This is indicated by an increase in correct answers from respondents, such as in the statement that the younger sibling knows that this younger sibling is a girl (boy) all respondents answered correctly, meaning that respondents can answer correctly after being given health education, also indicated by the number of respondents whose knowledge increased by 38 respondents.

The results of this study are the same as the results of previous studies which also showed that there was an influence of the story of my

body with wayang ranti on the sexual education of children aged 5-6 years at TK Aisyiyah 20 Surabaya (Irianti *et al.*, 2023). The results of this study are also the same as research on the influence of illustrated story media on knowledge about early sex in children, namely the knowledge of PAUD children after being given an introduction to early sex education through illustrated story media increased by an average of 6.99 compared to before being given an introduction to the media an average of 4.82 with a p-value of 0.001 (Oktarina and Liyanovitasari, 2019). In line with the research conducted by (Ramadhanty, 2021) entitled The Influence of Sex Education Aku Ceria (I Know How to Protect Myself from Danger) on Knowledge of Preventing Sexual Violence in Parents of Early Childhood Children, it states that the childhood phase which ranges from 1-5 years is a critical period in the development of personality in children. In this phase, if children are not yet equipped with intellectual knowledge about sex, children will have difficulty dealing with what they will encounter. The "Aku Ceria" program is a simple psychoeducation program to help parents of early childhood children as an effort to increase knowledge to prevent sexual violence against children by intervening in collaborative teaching methods from discussions, looking at pictures, and listening to stories (Ramadhanti, Kusumaningrum and Anakotta, 2022).

The use of storytelling methods with puppet media has a significant influence on the knowledge of sex education in children aged 3-5 years. At this age, children are in a critical stage of cognitive and emotional development. They begin to understand the world around them through social and symbolic interactions. Puppet media as a visual and interactive aid can attract children's attention so that the information conveyed can be better received and remembered longer (Cahyani, 2022).

One of the main advantages of the storytelling method with puppet media is its ability to convey complex messages simply and interestingly. In the context of sex education, puppets can be used to describe everyday

situations that may be difficult for children to understand if only explained verbally. For example, puppets can be used to show body parts that children need to know, as well as teach about privacy boundaries and the importance of protecting themselves from inappropriate touch (Irianti *et al.*, 2023).

In addition, this method can also help children overcome feelings of shame or fear that may arise when discussing sensitive topics such as sex. Dolls can act as intermediaries that make children feel more comfortable asking questions and expressing themselves. When children see dolls as storytellers, they tend to be more open and more receptive to the information provided. This is important for building a strong foundation in their understanding of sex education from an early age (Ardianti and Ristiyani, 2017).

Research shows that the storytelling method with puppet media is also effective in increasing children's involvement in the learning process. Children tend to be more active and participatory when invited to tell stories with the help of puppets. They can interact directly with the puppets, imitate movements, or even ask questions. This interaction not only enriches their learning experience but also strengthens their understanding of the material being taught (Prehatini, 2023). The delivery of the story in this study requires that it be carried out by a storytelling enumerator who has experience delivering material to children aged 3-5 years. In addition, the story delivered uses simple language that is easy for children aged 3-5 years to understand. Finally, it must involve children in telling stories by asking questions or asking them to mention parts of the story that they like by creating a safe and comfortable environment for children aged 3-5 years.

Overall, the use of the storytelling method with puppet media in sex education for children aged 3-5 years provides various significant benefits. This method not only makes the learning process more fun and interactive but is also effective in conveying important messages that need to be understood by

children at an early age. Thus, dolls as educational tools have great potential to support the development of healthy and positive sexual knowledge for children.

This study employs a pre-experimental design. To ensure the accuracy of the intervention results, the researcher collaborates with enumerators according to their respective fields. Since the respondents of this study are children aged 3-5 years, the researcher is assisted by two enumerators in the data collection process. One enumerator is responsible for storytelling and has a background as the First Place Finalist in the Bantul Regency storytelling competition in 2023, while the other enumerator is responsible for data collection and has a background in Early Childhood Education with a bachelor's degree.

Conclusion and Suggestions. Based on the results of the analysis and discussion above, it can be concluded that the knowledge of children aged 3-5 years about sex education before the implementation of the storytelling method with puppet media with an average score of 69.83 with the lowest value of 13.33 and the highest value of 100. The knowledge of children aged 3-5 years about sex education after the implementation of storytelling with puppet media with an average score of 90.92 with the lowest value of 50.33 and the highest value of 100. The results of the hypothesis test show that there is an influence of sexual education using puppets story telling to sexual knowledge of children aged 3-5 years, which is proven with p-value $0.00 < 0.05$ so that H_a is accepted. It is hoped that midwives should be able to provide information, especially to parents of children aged 3-5 years, about sexual education by providing counseling using puppets story telling which is an effective method and media.

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