

Mentally Disabled *Sex Education* through *Powerpoint* Media

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Abstract : This research is motivated by problems about four students who experience problems in self-development, especially in understanding adolescent sex education. Based on observations, students do not understand about adolescent sex, so that makes students not aware of the physical and biological changes that occur in him. The purpose of this study is to improve children's understanding of adolescent sex education through powerpoint media. The research method used was classroom action research consisting of two cycles. Each cycle consists of four face-to-face meetings that are carried out in several stages, namely planning, implementing actions, observing, and reflecting. Data collection techniques used were observation, documentation, and tests. The results of this study indicate that the learning process of sex education through power points for Grade VII mentally retarded persons. Children's understanding of adolescent sex education has increased through the use of powerpoint media. So it can be concluded that the implementation of sex education learning can be increased through powerpoint media for mild mental retardation.

Keywords: Seks Education, *powerpoint*, light tunagrahita

INTRODUCTION

Education services are very important for all children including children with special needs. The knowledge given to children with special needs is not only knowledge in the academic field such as writing, counting, and reading ¹. Knowledge in non-academic fields such as life skills in the community is needed, including skills to care for themselves, take care of themselves, help themselves, communicate, socialize, work assignments and sex education. Children with special needs as part of the community must comply with applicable rules in order to be accepted in the community. One of them is sex education, sex education is the provision of information about the changes that occur in individuals that are related to human anatomy, sexual organs, psychological as well as forming attitudes and beliefs about sex knowledge ². Puberty is a time of change from childhood to adolescence. Upon entering this period, physical development takes place quickly when sexual reproduction first occurs. The acceleration of growth in puberty children has a big influence on

¹ Imam Nur Aziz, "Curriculum Development of KKNI at English Education Department of INKAFA Gresik," *Jalie* 2 (2017): 3.

² Nurul Chomaria, *Pendidikan Seks Untuk Anak* (Aqwam, 2012).

children's emotional and social development. In relation to social attitudes, a person in puberty will develop relationships to get to know more people and be more interested in getting to know the opposite sex.

The development of puberty is experienced by every child including children with special needs. Children with special needs are divided into several classifications, namely blind, deaf, mental retardation, physical impairment, physical impairment, and autism. One of them is mental retardation, mental retardation is a child who experiences intellectual disabilities far below average and mentally retarded so that difficulties in carrying out academic, communication and social fields that require special treatment³. Developmental impairment has several classifications including mild mental retardation, moderate mental retardation, and severe mental retardation. Mild Developmental Disabilities are those who have a level of intelligence IQ of 55-70, or those who are still able to thrive in academic, social and working capabilities. Mildly retarded children also experience puberty like normal children in general. Because intellectual limitations they experience have an impact on the inability to respond to changes that occur in physical, emotional and social in accordance with the norms and ethics that should be. This change has an impact bad for children if not immediately addressed by parents, schools and the community. The role of parents is very important in providing explanations and understanding to children about sex education to avoid sexual deviations, especially for mildly retarded children who experience intellectual limitations. With their intellectual limitations, sometimes they make deviations, such as masturbating in public / open places, holding their own / opposite sex tools, embracing the opposite sex, kissing the opposite sex in public places, negligence in maintaining the secrecy of the body such as sitting position carelessly, unnatural clothing (torn, not buttoned) so that it triggers the opposite sex to do things that are not natural.

Based on preliminary studies conducted at SLB discourse Padang Asih that there are some sexual behavior deviations that occur in grade VII students. Deviations that occur such as students who deliberately hold intimate parts and organs of the opposite sex that should not be touched. Apart from that, there are some of the students who carry out masturbation activities even though it is conducted in a closed place. Sex education in this school has been given to students but has not been maximized. In learning activities teachers experience problems with the lack of learning media used. The curriculum that the teacher uses is the 2013 curriculum. Material on sex education is provided on various subjects such as Natural Sciences, Education Islamic Religion, and special self-development programs. In self-development learning about sex education the teacher teaches materials about sex education such as, how to maintain personal hygiene, sexual problems, and knowledge about sexual organs. The provision of subject matter to students is influenced by the media, methods and learning models used by teachers. In the learning process, the teacher usually uses the lecture method and picture media, so students do not fully understand the learning material presented, which is caused by the lack of student attention and interest in learning activities.

Given these problems, we need a media that can attract students' interest and attention so that the learning material delivered can be understood and understood by students. Media which is expected to increase the interest and attention of students of them is

³ Ganda Sumekar, *Anak Berkebutuhan Khusus: Cara Membantu Mereka Agar Berhasil Dalam Pendidikan Inklusif* (Universitas Negeri Padang Press (UNP Press), 2009).

media *powerpoint*. According to Hadi⁴ a *powerpoint* is a *software* that is used to prepare presentations that are effective, professional and also easier.

The purpose of this study is to describe how the process of applying *PowerPoint* learning media and describing *PowerPoint* learning media to improve students' understanding of sex education in mildly retarded children at puberty at SLB Wacana Asih Padang. Theoretically, this study is expected to be used as a benchmark reference for the development of the education of children with special needs, especially regarding sexuality education.

METHOD

This study using this type of research class action (*Classroom Action Research*). Research sealed it right to increase the stability in implementing the action and able to understand and improve student learning outcomes/student. According to Suyadi⁵, classroom action research is research conducted by classroom teachers in the learning process that aims to evaluate the actions that have been given by the teacher. This research was conducted in two cycles, each of which there was four meetings with an allocation of time of 2 x 35 minutes.

The procedure for carrying out the cycle can be described as follows:

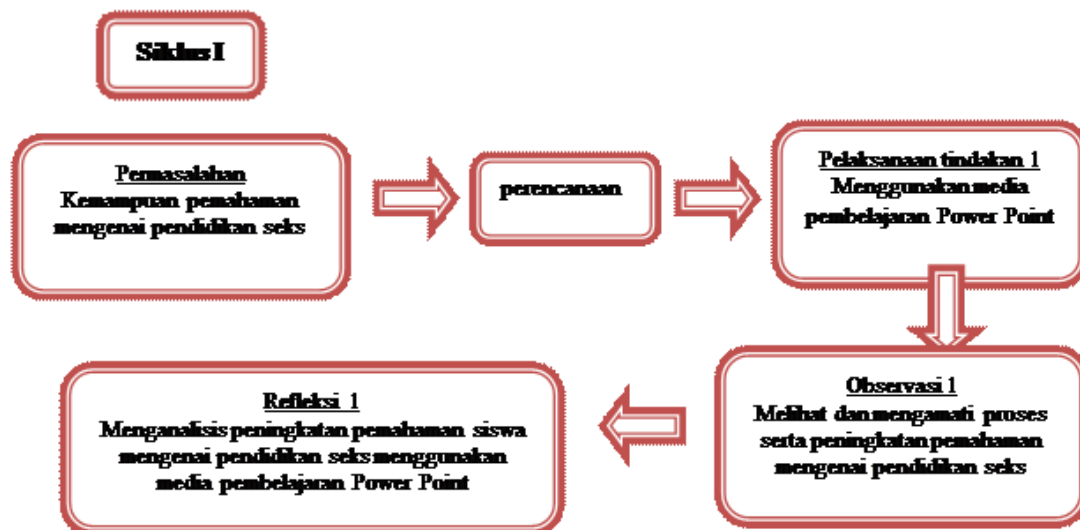


Figure 1. Flow chart of the cycle

Based on the picture above stages to be followed in this study, namely planning, action, Observers a tan and reflection. After getting the results of the implementation of one cycle continued with reflection to determine the next action. If the results of the first cycle have not shown maximum results then proceed with the implementation of the next cycle. The results of this study were obtained from observations, documentation and written tests on adolescent sex education material. Data analysis through a quantitative approach is carried out according to the following methods:

⁴ Purnomo Hadi Susilo and M Ghofar Rohman, "Digitalisasi Sistem Manajemen Mutu Iso Berbasis Aplikasi Web," *Jouticla* 2, no. 1 (2017).

⁵ Suyadi, *Strategi Pembelajaran Pendidikan Karakter* (PT Remaja Rosdakarya, 2013).

$$\text{Nilai} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100\%$$

RESULT AND DISCUSSION

A. Results

Research is carried out in class VII Tunagrahita SLB Discourse Asih Padang, it consists of two cycles. This study was based on background with the few students who do not yet understand about sex education teens. The children's early ability to understand adolescent sex education is still low, namely, GN gets 33% of the tests given, GI gets 60%, GA gets 60% while FT gets 40% from the given test. From the results of these early abilities, children still lack understanding of sex education, especially teenage sex education. Provision of action in the first cycle given four times a meeting. Students are given action about sex education materials through *powerpoint* media and at the end of student learning are given an evaluation in the form of worksheets with 15 item items. The results of the first cycle that consists of four sessions, each of which results can be described as follows:

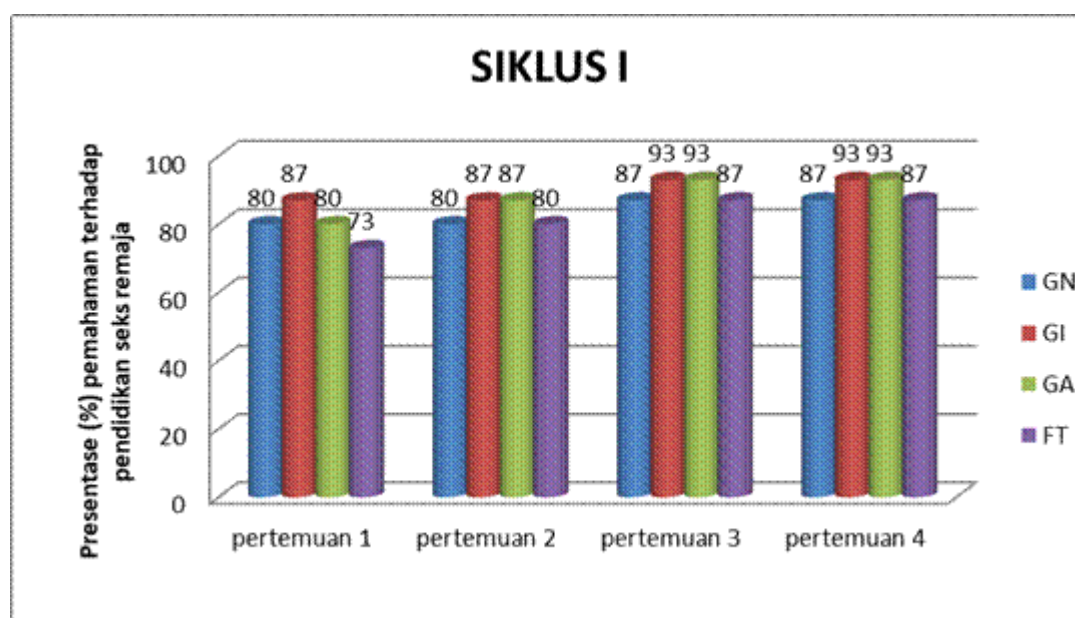


Figure 2. graphic ability of students in the first cycle in understanding adolescent sex education

In the graph above it can be seen that there is an increase in the ability of students to understand adolescent sex education even though the increase gained is not optimal. However, in this first cycle, the ability of students to understand adolescent sex education showed an increase compared to the results of the percentage of students' initial abilities.

Table 1. Percentage a comparison between the results of the initial capability with the results after the implementation of a cycle I

Student's	Percentage (%) Initial	Percentage (%)
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<i>name</i>	<i>Capability</i>	<i>Setelah Cycle I</i>
GN	33%	80%
GI	60%	87%
GA	60%	80%
FT	40%	73%

Based on the results of observations of the researcher with the teacher and reflect on the action is granted, and discussed to evaluate the action. Teachers and researchers conclude that the provision of material on sex education using *powerpoint* media has a good impact on increasing children's understanding of the material delivered even though it is not completely perfect. Based on the above opinion it can be concluded that no significant change has been seen in improving children's understanding of adolescent sex education using *powerpoint* media. Then the class teacher continues the discussion about the actions that will be given to the child by continuing on the implementation of the second cycle.

In cycle II the actions given to children continue to improve children's understanding of sex education through *powerpoint* media with the same steps as cycle one. The results of the implementation of the second cycle consisting of four meetings can be described as follows:

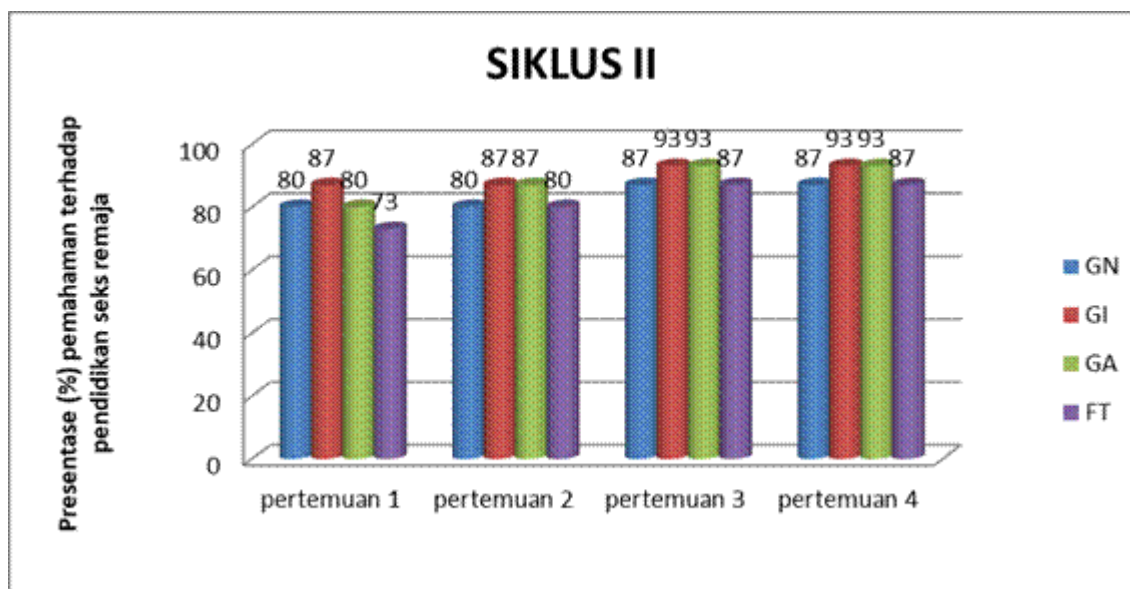


Figure 3. graph the ability of students in the first cycle I in understanding educationteen sex.

In the graph above it can be seen that there is an increase in the ability of students to understand adolescent sex education at each meeting. The increase has reached optimal results above the 70% KKM standard. The percentage obtained by the students in the second cycle also showed an increase compared with a percentage on prior knowledge and after the implementation of the first cycle which is reflected in the following table.

The table. 2 percentage comparison between initial ability results with results after the implementation of a cycle I and cycle II

<i>Student's</i>	<i>Percentage (%)</i>	<i>Percentage (%)</i>	<i>Percentage (%)</i>
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<i>name</i>	<i>Initial Capability</i>	<i>Setelah Cycle I</i>	<i>Setelah first cycle I</i>
GN	33%	80%	87%
GI	60%	87%	93%
GA	60%	80%	93%
FT	40%	73%	87%

Discussion

The purpose of this research is to increase students' understanding of adolescent sex education through *powerpoint* media at SLB Wacana Asih Padang in class VII. learning performed using continuous training with activities consisting of the activities of introduction, the core activities and activities of the cover. At the end of the meeting a written test was given on the material presented. In execution of the cycle, there is a report on the observation. Then the teacher together with the researcher discusses the process and the results achieved and then conducts a reflection. From the results of data reduction presented in the form of narratives and graphs about the learning process increase understanding of sex education through *powerpoint* media, the questions in the formulation of the problem are answered, namely:

- a. The process of increasing children's understanding of sex education through *powerpoint* media for mildly retarded children at SLB Wacana Asih Padang.

The learning activities are affected by the use of the media used by teachers in accordance with the opinion of Fatmawati⁶ that media is something that can channel the messages that can stimulate the mind, interest and the students' attention so that the activities of learning occurs with wisdom apart from the media also facilitate the understanding of the receipt of material. The learning process improves understanding of sex education using *powerpoint* media with two cycles, each of which the cycle consists of 4 meetings with a time allocation of 2 x 35 minutes each meeting. According to Deni⁷ *powerpoint* is one of the applications used as a tool to program a computer-based interactive learning model that emphasizes visual recognition. The learning process at each meeting consists of preliminary activities, core activities, and closing activities. Each meeting of the researcher begins the learning by conveying the learning objectives using *power points*, then the researcher prepares the tools used for the use of *powerpoint* media (*laptops*) and after that the teacher gives learning accordance with the materials contained on each *slide* of her, the learning is given repeatedly. In each *slide* contained material about teenage sex education

⁶ Endah Fatmawati and Endah Fatmawati, "Penggunaan Media Komputer Sebagai Upaya Peningkatan Keterampilan Menyimak Siswa Pada Pembelajaran Bahasa Indonesia Kelas V MI Ma'arif 01 Sidaupir Gandrungmangu Tahun Pelajaran 2012/2013" (IAIG, 2013); Rita Kurnia Putri, Markis Yunus, and Fatmawati Fatmawati, "Efektifitas Penggunaan Media Poster Untuk Mengenalkan Pakaian Daerah Bagi Anak Tunagrahita Ringan Di Slb Al Hidayah Padang," *Jurnal Penelitian Pendidikan Khusus* 2, no. 3 (2013).

⁷ Deni Setyowati, "Penerapan Strategi Pembelajaran Reading Guide Dengan Media Powerpoint Untuk Meningkatkan Hasil Belajar Biologi Pada Materi Ekosistem Siswa Kelas Vii C Smp Negeri 3 Kartasura Tahun Ajaran 2011/2012" (Universitas Muhammadiyah Surakarta, 2012).

consisted of characteristics of men and women aged adolescents, techniques to maintain personal hygiene, other forms of sexual perversion and is also familiar with the parts of the body that are personal. This material is presented in the form of drawings, writing and also comes with videos that attract students' attention.

After learning is over, the teacher gives a *reward* in the form of applause and words of praise for the results obtained by students. Then the researcher and the class teacher collaborate to evaluate to see the individual student's progress score. The learning process is repeated until the child's understanding of sex education through *powerpoint* media has increased.

Based on the translation of research results showed that the activity of learning to enhance the children's understanding regarding the education of sex through the media *powerpoint* in child retarded light in SLB Discourse Asih Padang goes well, the look of intertwining relationships are harmonious between students, guardian class and students are extremely enthusiastic about the material submitted. The learning process in this study can be said to have proceeded as expected because it can be seen from the results of improvements that occur between the initial abilities of students, after being given action in cycles I and II. Apart from that the increase was also reflected in an increase in percentage results of observations of the teachers and students at each cycle.

- b. The results of the ability to increase children's understanding of sex education through *powerpoint* media for mildly retarded children at SLB Wacana Asih Padang.

The results of this study are to improve understanding of adolescent sex education in mildly retarded children in class VII at SLB Wacana Asih Padang can be improved through *powerpoint media*. This is because the *powerpoint* media has advantages that can help students easily understand the learning material. According to Daryanto 2012, there are several advantages of *powerpoint* media, which are interesting presentations, because there are color games, letters, animated text, images or videos, asking children to want to know the material to be presented, the visual order is easier for students to understand and understand, participant does not need to explain too much material.

Related to research conducted by Putri Mulya Sari⁸ about increasing the ability to recognize hijaiyah letters using *powerpoint* media, it is obtained that the use of *powerpoint* media can improve children's ability to recognize hijaiyah letters, as well as the results of this study that, the use of powerpoint media in increasing understanding of adolescent children on sex education also increased, which after a given action for 8 sessions percentage kemampuan meningkat child in accordance with the purpose pembelajaran to expect teachers. Results about increasing understanding of adolescent sex education through *power points* can be described as follows: In the first cycle of all items as many as 15 items given in the written test GN scored 80%, GI scored 87% /,

⁸ Putri Mulya Sari, "Peningkatan Kemampuan Membaca Permulaan Anak Usia Dini Melalui Permainan Kartu Di Kelompok B TK Ibnu Sina Barabung Aceh Besar" (UIN Ar-Raniry Banda Aceh, 2018).

GA gained 80% and FT 73% whereas in cycle II GN gained 87 %, GI and GA 93% while FT obtained a value of 87%. So it can be concluded that children's understanding of adolescent sex education can be increased using *powerpoint* media and getting maximum results.

CONCLUSION

Based on the results of the study were carried out by two cycles where each cycle there are four meetings. Planning is done, namely designing lesson plans on adolescent sex education, providing the necessary equipment, providing observation sheets, providing student worksheets for evaluation at the end of learning. The implementation of activities undertaken is to increase children's understanding through *powerpoint* media for mild retarded class VII. observation, the students have increased in understanding educational materials about teen sex through the media *powerpoint* are independent. Reflections, Understanding the learning materials that related to sex education, more broadly, for example on reproductive and other

Based on data analysis of learning outcomes for mild retarded children in class VII in improving understanding of adolescent sex education through *powerpoint* media increased with the percentage of students' ability in the first cycle of all items as many as 15 items given on the GN written test earned 80%, GIs scored 87 % /, GA scores 80% and FT 73%, while in the second cycle GN obtains 87%, GI and GA 93%, while FT obtains 87%. This means that students have understood material about adolescent sex education through *powerpoint* media, so it can be concluded that increasing student understanding of sex education can be improved through *powerpoint* media for mildly retarded grade VII students.

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