

DEVELOPMENT OF AN ILLUSTRATED STORYBOOK FOR SEXUAL ABUSE EDUCATION AMONG PRIMARY SCHOOL CHILDREN

Manuscript Info

Manuscript History

Received: xxxxxxxxxxxxxxxxx

Final Accepted: xxxxxxxxxxxxx

Published: xxxxxxxxxxxxxxxxx

Key words:-

00000000000000.

Abstract

This study aims to develop an illustrated storybook themed around sexual education as an engaging and appropriate learning medium for elementary school students. The motivation for this research is the limited explicit delivery of sexual education material in schools, which often leads to children lacking adequate understanding of body awareness, privacy, and self-protection. The research utilizes a Design-Based Research (DBR) approach divided into four stages: problem analysis, product design, interactive trials, and reflection. The study subjects include teachers, students, and parents at SDN 1 Buwun Mas. Data was gathered through validation questionnaires from design, material, and language experts, and teacher and student responses to the illustrated storybook. The study results show the developed storybook achieved eligibility levels of 95% for design, 94% for materials, and 93% for language—each classified as “very worthy.” In addition, practicality received a score of 97%, categorized as “very practical.” The illustrated storybook is deemed effective in conveying sexual education using simple language and polite illustrations appropriate for the developmental stage of elementary-aged children. Thus, the illustrated sexual education storybook is feasible, practical, and educational and can serve as an alternative learning medium to increase children's awareness of protecting their bodies and themselves from an early age.

Copy Right, IJAR, 2019., All rights reserved.

Introduction:-

Problem education sexual Still become something that is taboo to discussed among society, especially for teach him to children. Society thinks that education sexual Not yet proper taught to child as early as perhaps (Amalia et al., 2018). Some factors that cause education sexual Still considered taboo among them is factor personal factors family, livelihood factors, factors of age, and factor of social (Kurniasari et al., 2019). Assumption public the cause information education sexuality owned by children become less. Research conducted by Permatasari and Adi (2017) obtained results that level understanding education sexual majority child age school base is at in category moderate (89.8%). There is no respondents who have understanding high, even a number of child anyone has understanding not enough about education sexual.

Lack of sexual education given will cause impact for good boy in a way physical, emotional and social. Understanding education sexual low child can cause misunderstanding and impact on things negative behavior that leads to immoral behavior. Lack of openness correct information about education sexual cause child pushed for look forknow Alone information about education sexual via the internet, television, magazines and so on. The information obtained by the child himself without given correct explanation from more people mature will form lack of understanding appropriate.

One of factors that cause height number violence sexual is lack of understanding public about importance education sexual abuse in children. Parents often Still consider topic education sexual abuse in children No worthy for given (Joni &Surjaningrum , 2020). Vulnerable children become a victim of violence sexual caused by a lack of understanding from the people around children. Like, the absence parents ' knowledge about importance teach draft limitation personal to child since early, which results in child No understand that they entitled reject touch that is not desired. In addition, the lack of provisioning about method identifyinappropriate behavior proper from other people also make child more easy exploited or exploited by unauthorized parties responsible answer.

Understanding child about education Lack of sexual desire is also one of the factor affecting occurrence violence sexual violence against children. sexual is universal evil that can found throughout the world. Violence sexual can happens every levels society, no limited age and type gender. Violence sexual abuse in children is all action to children used as source satisfaction adult sexuality or someone older (Dania, 2020). Violence sexual child is all form related actions with activity sexual activity involving child.

Violence sexually very vulnerable occurs in children Because child always considered as a weak and helpless figure powerless (Zahirah et al., 2019). Violence sexual abuse in children happen Because absence know children who do not realize that someone else touched part personal That is something wrong thing. That thing due to child Not yet get information about part which bodies are allowed and which are not may touched by another person. Another cause of this violence sexual abuse in children is lack of knowledge from the closest people child about method convey education sexual since early with right (Lestari &Herliana, 2020). Violence sexual abuse that occurs in children cause big impact for life good boy in a way physical, psychological, and social, which can influence grow the flower, the sense of trust self, as well as connection interpersonal relationships in the future (Permatasari& Adi, 2017). A children who are victims of violence sexual can experiencing trauma physical, psychological and social. Octaviani&Nurwanti (2021) explain that child victims of violence sexual will tend experience depression, trauma and easy suspect with other people so that difficult for interact with other people. Violence sexual will also give influence on change physique children, because growth his brain will experience delay and damage to his internal organs.

Number of victims of violence to child in form violence sexual increase every know the case data violence to child is as many as 1,478 cases (KPAI Data Center , 2023), with details case mostis child victims of crime sexual as many as 615 cases , children were victims of violence physical / psychological as many as 303 cases , children conflict law as many as 126 cases , children were victims of exploitation economic / sexual as many as 55 cases , while throughout January until with December 2022. Ministry of Empowerment women and protection children (Ministry of PPPA) recorded amount female victims of violence who report the case and handled is amounting to 32,687 with details of 25,053 victims (PPA Symphony, 2022).

The results of research conducted by Megawatinigtyas show that student Still Confused in care for and maintain their health. Students realize existence change self refers to puberty. However, some teachers believe that that education sexual of course important for taught in schools basic, but still considering the taboo stigma of society (Megawatinigtyas et al., 2018).

School is House second for children, where are the children Lots use up time together with teachers as parents at school. Teachers have role important for push students to be able to absorb information, including education sexual. The results of research conducted by Felicia & Pandia show that part big teacher yet look at in a way positive education sexual for child. This matter caused by the teacher's lack of understanding and knowledge adequate about education sexual children. The knowledge that teachers have about violence sexual development sexuality and education sexual for children who have not comprehensive become reason teacher's understanding of education sexual abuse in children Still limited (Felicia & Pandia, 2017).

Sexual education provided to student should given from aspect biological, psychological, social and cultural (Mayasari, 2018). Sexual education for child includes: 1) introduction member body and genital organs; 2) introduction cleanliness self or personal hygiene; 3) teach forcan independent in doing toileting and taking care of genital organ hygiene; 4) puberty; and 5) teaching touch may and touch No may (Permatasari& Adi, 2017). Sexual education given in accordance with group age students. Students experience puberty at the age of 11-13 years, so students in class on need given understanding regarding reproductive organs, the function of reproductive organs, and signs growth and development that occurs during puberty (Pangestuti et al., 2021).

Delivery education sexual No Can delivered so just to students, needed appropriate materials and delivery strategies so that they can accepted and understood with well by students. In the implementation learning, there are five components important that are mutually influence. Five components the is objective learning, materials learning, methods learning, learning media and evaluation learning (Junaidi, 2019). Media as one important components in learning own function as means non-verbal communication (Magdalena et al., 2021).

Instructional Media is one of the component important to use can customized with objectives, materials, methods and evaluation learning that will be implemented. Instructional Media can create a learning process become more interesting and fun. Utilization of media is one of the things to do noticed by the teacher at the time carry out the learning process.

Sex education can teach through various media such as books, internet and journal. Education can delivered through the media, one of them can delivered through literary works. As means in delivery education sex for child school basic media that can used is book story child Because there is interesting pictures attention children. Through book story child expected can emulate characteristic characters in the book story children. In addition results observations made researchers also showed that children more enthusiasticand easier to understand message when material delivered through story and illustrations illustrated. The teachers also stated the need for media that can bridge learning education sex in a way fine However meaningful. Therefore that, is necessary effort for develop book story pictures containing education sex as means educative in prevent violence sexual abuse in children.

Results of interviews conducted by researchers to teachers and participants educate class V SDN 1 Buwun Mas, there are a number of students who have ever do deviation like peep other students in the bathroom, touch student's chest female, student Already Can access content pornography, and there is students who are dating. Researchers also found out that at school the Not yet the existence of learning media for convey education sex good from class low arrive at class high, through a number of discussions conducted by researchers and class teachers education Sex is very important to be applied to elementary school students so that they more can understand, and students own base know and maintain his body since early. From the thing get to know his body expected child can guard his body from possible threats just happened.

Based on the description above, then writer intend to for compile book story illustrated themed education sex for child with take title research " Development book story illustrated education sexual abuse in children school basics". Book story illustrated This arranged with objective give understanding will education sexual to child according to age and development.

Methods:

Types of research: This is Research and Development (R&D). The research and development method is used to produce a product and test its effectiveness. According to Sugiyono (2019:394), research and development is a scientific research method conducted to produce a certain product through the stages of research, design, production, and testing of the product's eligibility. Slamet (2022:8) explains that study development is a systematic process for designing, developing, and evaluating learning programs, processes, and products that must meet the criteria of validity, practicality, and effectiveness. Research was conducted at SD Negeri 1 Buwun Mas, with a student population of 30, and the sample included 15 students from class V, who received the treatment using a product book with story images. Data collection techniques used included interviews, observations, questionnaires, and documentation. The data obtained were then analyzed using feasibility analysis, namely by comparing the scores obtained with the maximum score, then multiplying by 100 to obtain the percentage of feasibility (Suhendrianto, 2017).

Results:

Study This aim for develop book story illustrated education sexual for student class V school base using the Design-Based Research (DBR) model. The development process done through four stages main, namely analysis problem, design product , testing interactive and reflective improvement product.

Stage 1 – Analysis Problem

Stage First focused four identify problems and needs real in the field. Data obtained through interview No structured with guardian Class V SDN 1 Buwun Mas, observation of the learning process, and analysis document. Analysis results show that the teacher experienced difficulty in convey material education sexual because not yet availability of appropriate media age and value educational. Materials such as introduction body, maintain cleanliness self, as well as the boundaries between touch safe and not safe Not yet taught in a way explicit. The teacher reveals need to teaching materials that have Language simple, illustration polite, and flow easy story understood child. Based on results said, researchers conclude the need development book story illustrated as a supporting learning medium delivery education sexual in a way safe and fun.

Stage 2 – Product Design Planning and Development

Based on results analysis needs, researchers designing prototype book story illustrated with notice visual aspects, language, and pedagogy. Design process done use device SketchUp and Canva software for produce attractive layouts and illustrations for children. Books developed totaling 50 pages, consisting of on cover, foreword, table of contents, and 48 pages content story. The material is presented in four segment main, namely (1) introduction member body and genital organs, (2) maintain cleanliness self, (3) change physical and emotional during puberty, and (4) recognizing touch safe and not safe. The colors used nature gentle and friendly children, such as blue light, pastel green, yellow soft and red young. Language is composed in a way communicative with use sentence short and simple dialogue for easy understood by students school base.

Stage 3 – Testing Interactive and Validation Product

Stage third covering validation expert and practical test product. Validation done by three expert, namely expert design, expert language, and expert material, using instrument in the form of questionnaire Likert scale. Validation results show very high average eligibility score, namely 95% of expert design, 94% of expert material, and 93% of expert language. This is signifythat product fulfil very suitable criteria from aspect appearance, content, and language. After validation, trial testing was carried out limited (formative test) to 15 students class V. The test results show that practicality product reached an average of 92%, while response student reached 97 % with very practical category. The teacher also provides response positive that book This make things easier delivery sensitive and revealing material room healthy discussion with student.

Stage 4 – Reflection and Refinement Product

Based on results validation and testing, carried out revision to a number of aspect product. Repair done in the editorial office sentences to be more communicative, adjustment position text to illustrations, as well as addition activity reflective simple at the end story for strengthen understanding students. After done improvement., book story illustrated education sexual stated feasible, practical, and appropriate used as a learning medium thematic at school basic. Product end Ready applied to learning and activity literacy child age school base.

Discussion:

Research result show that development book story illustrated education sexual capable answer teacher and student needs towards safe and appropriate learning media age. Educational materials sexuality at school base during This often implied in learning thematic, science, and physical education and health, but not yet packed in a way explicit and directed. The book was developed in study This give more alternatives concrete through presentation story illustrated with close characters and situations with life children. Use polite illustrations and language simple make student easier to understand draft body, cleanliness, and importance guard self from touch that is not proper.

Validation results from experts show that the product fulfills a very worthy category from the aspects of design, language, and materials. Findings This indicates that the book fulfills the principles of good learning media, namely, being interesting visually, accurate in content, and communicative in language. In addition, the response from very high students (97.8%) showed that the book story illustrated became an effective means for growing interest in learning and improving understanding of sensitive issues in a positive way. Teachers also assess this media's practical use, especially because it can become a guide to discussing previous topics considered taboo in the school environment.

Findings of the study This is in line with various studies previously confirming the effectiveness of storybooks in implanting moral and social values in children. However, the novelty from the study This lies in the implementation of the education theme packaged sexually in an educational way. With an approach-based story, students not only accept information but are also invited to reflect through the experience of the figure in the story. This is support for contextual theory learning that emphasizes the importance of linking material with the real life of a child.

From the practical side, books This can be used in learning thematic activities and literacy, as well as guidance counseling. Teachers can read the story in a classical way, accompanying it with discussion, as well as give a simple reflective activity after reading. Implementation book: this can also be expanded through training for teachers to be able to convey topic sensitive with the rightsensitivity and appropriate context in the school culture. In addition, parental involvement in reading books at home can strengthen moral messages and expand a child's understanding of the importance of guarding oneself.

As for the limitations of the study, this lies in the scope of the trial, which is still limited, namely only conducted on 15 students in one school. Therefore, that generalization results study This need done with be careful. Research furthermore recommended conducting effectiveness tests with design experiments on larger populations so that the real influence of the use of the book can be known to improve children's knowledge and attitudes about self-protection. In addition, the development of an interactive digital version of the book has the potential to increase range its use in the context o online learning and enrich the experience of studying for students.

In a way overall, research This proves that the development book story illustrated effective sexual education based on DBR and produced learning media that are appropriate, practical, and educational. Products This not only supports teachers in delivering sensitive material but also helps students build self-awareness and understand the beginning of the importance of guarding the body and respecting themselves alone.

Conclusion:

Based on results, research, and discussion that has been done, it can be concluded that the development of the book story illustrated themed sexual education. For student school-based projects, it has produced a product that is worthy, practical, and effective as a learning medium. The product developed in the form of a book story illustrated sexual education. For students in Grade V of elementary school, it was declared very suitable based on results of validation by expert design (95%), expert material (94%), and expert language (93%), all of which are included in the category "very feasible." In addition, the results of the practicality test involving teachers and students show an average value of 97%, which is categorized as *very practical*. Findings This shows that the book's story developed pictures that are easy to use, attractive, and capable of helping students understand draft sexual education in a comprehensive and contextual way. Book This serves as material for education on a sexually appropriate basis with children at different stages of development, including an introduction to body anatomy, the importance of guarding self-cleanliness, and understanding about puberty, as well as the ability to recognize and reject touch that is not proper. The language used in the book is simple, communicative, and educational, while the illustrations are polite and in accordance with cultural norms, so that it is easier for students to understand the message conveyed. Through the use of this book, students show improved understanding about draft bodies, privacy, and protecting themselves from actions that are not appropriate. In addition to providing a positive impact for students, the illustrated storybook also works as an effective means for teachers and parents to build educative communication about children's sexual education, which is still considered a sensitive or taboo topic. With this, it can be concluded that the book story illustrated education that was sexually developed, feasible, practical, and educational, as well as innovative alternatives that can be used as a learning medium to grow a child's awareness about the importance of guarding their body and protecting themselves from an early age.

Acknowledgments:

The writer conveys accepted love to the principal, teachers, students, and parents of SD Negeri 1 Buwun Mas for their support and participation in this implementation study. Greetings and love are also given to the lecturers, supervisors, lecturers, examiners, and experts in design, materials, and language that have given valuable input during the validation process of the product. Sincere appreciation is delivered to colleagues and lecturers and mentors for helpful guidance, motivation, and constructive suggestions for this compilation article.

References:

1. Adini, EY, Hasanah, N., &Oktaviyanti , I. (2022). Development of MAPENA (Children's Map Toy) Learning Media for Social Studies Material for Student Grade IV SDN 39 Mataram . Journal Scientific Educational Professions , 7(1), 1-7. <https://doi.org/10.29303/jipp.v7i1.386>.
2. Adipta, H., Maryaeni ,. M. & Hasanah., M. (2016). Utilization Picture Story Book as Source Reading Elementary School Students . (Dissertation. Malang, State University of Malang).
3. Akker, J. (1999). Principles and Methods of Development Research. Dordrecht: Kluwer Academic Publishers.
4. Amirudin . (2017). Sexual Education for Children in Islamic Law. Journal of Educational Scientific Works, 1(1), 14-25.
5. Andika., & Alya. (2010). Talk Sex with Children. Yogyakarta: PT Suka Buku .

6. Arifin, M. (2020). The Effectiveness of Visual Media in Sexual Education Learning in Elementary Schools . *Journal of Elementary Education*, 7(2), 145–156.
7. Arikunto ., S. (2013). *Procedure Research :A Approach Practice* . Jakarta: Rineka Cipta.
8. Learning Media . Jakarta: Rajawali Pers. Aulia , OP, & Sumardi, L. (2023). The Role of Education Providers in Prevent Abuse Sexuality : A Study at the University of Mataram . *Journal of Citizenship Education* , <https://doi.org/10.31571/jpkn.v7i2.7476>. 7(2), 57-65.
9. Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. New Jersey, USA: Prentice Hall.
10. BKKBN., (2019). *Guidelines for Reproductive Health Education in Schools* . Jakarta: BKKBN.
11. Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, USA: Belknap Press of Harvard University Press.
12. Budiman ., A ., Nugroho., R. & Sari., D. (2017). *Introduction to Education: Basic Concepts and Their Applications in the World of Education*. Yogyakarta: Andi.
13. Eka., M., R. & Enny., Z. (2019). The Influence Use Picture Story Book to Ability Talking Children. *Journal of Education and Culture* , 9(3). 267-275. <https://doi.org/10.24246/j.js.2019.v9.i3.p267> 275.
14. Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Colorado, USA: Westview Press.
15. Faizah, U. (2009). The Effectiveness of Picture Stories for Values and Skills Education Speaking in Indonesian Language Learning . *Horizons of Education*, <https://doi.org/10.21831/cp.v3i3.302>. 28(3), 290-302.
16. Felicia., C., F. & Pandia., W., S. (2017). Elementary School Teachers' Perceptions of Sexual Education for Children. *Journal Psychology* , 45(2), 115-123. <https://doi.org/10.21831/jpa.v6i1.15682>.
17. Fitriani, R. (2021). Development Picture Story Book as a medium for sexual education for Elementary School Children. *Indonesian Journal of Elementary Education*, 6(2), 45-56.
18. Halim., D. & Munthe., AP (2019). Impact Development Picture Story Book for Early Childhood .*Scholaria : Journal of Education and Culture* , 9(3), 203–216. <https://doi.org/10.24246/j.js.2019.v9.i3.p203> 216.
19. Hurlock, E. B. (2015). *Child Development*. New York: McG
20. Imana, A., Divianda , G., Wijaya, SU, Ardiani , SR, Eldhini , G., & Syaiful , SQ (2022). Development of MAPENA (Children's Map Toy) Learning Media for Social Studies Material for Student Grade IV of SDN 39 Mataram .Mataram : University of Mataram Press.
21. Istiningsih ., S. (2021). Development of Learning Media Based Monopoly Game in the New Normal Era. *Journal of Elementary Education*, 10(6), 911-920. <https://doi.org/10.22460/collase.v4i6.9578>.
22. Jatmikowati , TE, Angin , R., & Ernawati, E. (2015). Model and Material for Early Childhood Sex Education from a Gender Perspective for Avoiding Sexual Abuse. *Horizon* <https://doi.org/10.21831/cp.v3i3.7407>. Education, 3(3), 87–198.
23. John., M., E. & Hassan., S. (1997). *English- Indonesian Dictionary*. Jakarta: Gramedia Pustaka Utama.
24. Joni, IDAM, & Surjaningrum , ER (2020). Psychoeducation of Sex Education To Teachers and Parents as a Prevention Effort Violence Child Sexuality .*Jurnal Diversita* , <https://doi.org/10.31289/diversita.v6i1.3582>.
25. Juniarti., W. (2021). Development of Social Studies Learning Media Card Match Circle for Grade IV of SDN 36 Ampenan . University of Mataram .
26. Lestari, D., & Yuliani, E. (2022). Analysis Use of Language in Elementary School Children's Story Book . *Journal Indonesian Children's Literacy* , 3(1), 12-23.
27. Lestari, D., & Wulandari, N. (2022). Practicality of Picture Storybook Media in Learning Thematic Learning in Elementary Schools . *Journal Innovation in Elementary Education*, 4(1), 23-34.
28. Lestari., K., I., Dewi., N., K. & Hasanah., N. (2021). Development of Learning Media Monopoly Game on the Theme of Development Technology For Student Class III at SDN 8 Sokong . *Journal Scientific Educational Professions* , 6(3), 275–282. <https://doi.org/10.29303/jipp.v6i3.219>.

29. Lestari, MA, Eliyanti , M., &Permana , A. (2017). Effectiveness Use of Picture Story Book Media in Instilling Moral Values in Elementary School Students Low .Pedagogy : Journal Educational Research , 4(2), 91–102. <https://doi.org/10.25134/pedagogi.v4i2.1234>.
30. Lickona , T. (1991). Educating for Character: How Our Schools Can Teach Respect and Responsibility. New York, United States :
31. Bantam Books. Miqdad., & Akhmad, AA (2000). Sex Education for Teenagers According to Islamic Law. Jakarta: Pustaka Mitra.
32. Nugraha ., R., S. (2017). Learning Design Thematic Outdoor -Based Learning in Elementary Schools. Journal Of Primary Education, 1(1), 24-40. <https://doi.org/10.17509/ijpe.v1i1.7495>.
33. Nuraini, S., & Setiawan, A. (2021). The Influence Use of Picture Story Media to Understanding Early Childhood Sexual Education . Indonesian Journal of Basic Education, 6(2), 103-115.
34. Nurgiyantoro , B. (2018). Assessment Language Learning . Yogyakarta: BPFE.
35. Permatasari , E., & Adi, GS (2017). Overview of Children 's Understanding Elementary School About Sex Education in Prevention Efforts Violence Sexual Behavior in Children. The Indonesian Journal of Health Science, 9(1), 70-79. <https://jurnal.unmuhjember.ac.id/index.php/TIJHS/article/view/1264>.
36. Piaget, J. (1997). The Development of Thought: Equilibration of Cognitive Structures. Viking Press.
37. Piaget, J. (1952). The Origins of Intelligence in Children. New York: International Universities Press.
38. Plomp , T. (2007). Professional Teachers : Implementation School Level Curriculum (KTSP) and Success in Teacher Certification . Jakarta: PT. Raja Grafindo Persada.
39. Plomp , T., &Nieveen , N. (2013). Educational Design Research. Enschede: SLO Netherlands Institute for Curriculum Development. Pusdatin
40. KPAI. (2023). Data on Cases of Violence Against Children 2023. Commission Indonesian Child Protection . <https://www.kpai.go.id>. Rahayu., I. (2013). Development Picture Story Book Based Early Literacy . Jakarta: PT. Raja Grafindo Persada.
41. Ratnasari , EM, & Zubaidah, E. (2019). The Influence Use Picture Story Book To Ability Talking Children. Scholaria : Journal of Education and Culture , 9(3), <https://doi.org/10.24246/j.js.2019.v9.i3.p267-275>. 267-275.
42. Sadiman, AS, Rahardjo, R., Haryono, A., &Harjito . (2014). Educational Media: Definition ,Development , and Utilization . Jakarta: PT Raja Grafindo Persada.
43. Saitya , IBS (2019). Causative Factors Crime of Violence Sexual Against Children. Vyavahara <https://doi.org/10.25078/vd.v14i1.1097>. Duta, 14(1), 1-7.
44. Saitya , P. (2019). Development of Illustrated Story Media in Moral Learning in Elementary Schools . Indonesian Journal of Elementary Education, 4(2), 85-96. Santrock, JW (2011). Educational Psychology. New York, USA: McGraw-Hill.
45. Santrock, J.W. (2019). Life-Span Development (17th ed.). New York, USA: McGraw-Hill Education. Sari, A., & Rahmawati, N. (2021). The Influence of Visual Design on Children's Understanding in Picture Book . Journal Educational Technology , 9(1), 33-42.
46. Setyawan , D., & Mulyadi, A. (2022). Implementation of Sexual Education in Elementary Schools through Cross-Sector Collaboration . Journal of Character Education , 12(2), 233-248.
47. Symphony . (2022). Data on Victims of Violence Against Women and Children. Ministry of Women's Empowerment and Child Protection . <https://simfoni.kemenpppa.go.id>.
48. Slamet., F., A. (2022). Research Model Development . Malang: Sunan Kalijaga Islamic Institute , Malang. Sugiyono . (2014). Research Methods Quantitative ,Qualitative , and R&D. Bandung: Alfabeta .
49. Sugiyono . (2016). Research Methods Quantitative ,Qualitative , and R&D. Bandung: Alfabeta .
50. Sugiyono . (2019). Research Methods Quantitative ,Qualitative , and R&D (2nd ed.). Bandung :Alfabeta .
51. Suhendrianto , S. (2017). Development of Thematic Monopoly Learning Media For Increase Motivation Study Student Class IV of MIN TegalasriWlingi District Blitar Regency (Doctoral dissertation , Maulana Malik Ibrahim State Islamic University).

- 329 52. Suhendrianto , A. (2017). Evaluation Methods Practicality of Learning Media . Jakarta: Mitra Wacana
330 Media.
- 331 53. Sukardi , S. (2016). Design of Craft and Entrepreneurship Models Based on a Creative Economy with a
332 Local Excellence Industry Dimension .Cakrawala Pendidikan, 35 (1), 114-124.
333 <https://doi.org/10.21831/cp.v1i1.8381> .
- 334 54. Tarigan , NT (2019). Development Picture Story Book For Increasing Students' Interest in Reading Grade
335 IV Elementary School . Journal Curere , 2(2). <http://dx.doi.org/10.36764/jc.v2i2.157> .
- 336 55. UNESCO. (2018). International Technical Guidance on Sexuality Education in Europe: a Framework for
337 Policy Makers, Educational and Health Authorities and Specialists. New York: UNESCO Publishing.
- 338 56. Wahono, S. (2017). Development Picture Story Book Environmental Education Based for Learning Read
339 Grade III Elementary School . (Thesis, Sanata Dharma University, Yogyakarta). Sanata Dharma University
340 Repository. <https://repository.usd.ac.id/9144> .
- 341 57. World Health Organization. (2021). Sexual and Reproductive Health and Rights: Defining Sexual Health.
342 Geneva, Switzerland: World Health Organization.
- 343
- 344