

Media Integration of Islamic Sex Education for Early Childhood

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Abstract

Islamic sex education for early childhood uses the integration of important media taught in the digital era. This cannot be separated from the many cases of sexual violence that occur. This research aims to find out the use of media integration in the implementation of Islamic sex education for early childhood in Al-Hikmah Kindergarten Kutasari Purbalingga. This research is a qualitative research case study approach. Data collection techniques with semi-structured in-depth interviews, documentation, and direct observation. The study subjects were determined by snowball sampling techniques. Participants in the study were the Principal and 7 central teachers. Data analysis techniques using interactive data analysis models that is data reduction, data presentation, and withdrawal and testing of conclusions or verification. Testing the validity of data with the triangulation of sources and techniques. The results showed that the integration of Islamic sex education media for early childhood through central learning with the theme "My Body" increases children's knowledge to be more concrete about sexuality issues so as to stimulate child growth and development.

Keywords: *media integration, sex education, early childhood, kindergarten.*

Abstrak

Pendidikan seks islami bagi anak usia dini menggunakan integrasi media penting diajarkan di era digital. Hal ini tak lepas dari banyaknya kasus kekerasan seksual yang marak terjadi.. Penelitian ini bertujuan untuk mengetahui penggunaan integrasi media dalam implementasi pendidikan seks islami bagi anak usia dini di Taman Kanak-kanak Al-Hikmah Kutasari Purbalingga. Penelitian ini merupakan penelitian kualitatif pendekatan studi kasus. Teknik pengumpulan data dengan wawancara mendalam semi terstruktur, dokumentasi, dan observasi langsung. Subjek penelitian ditentukan dengan teknik snowball sampling. Partisipan dalam penelitian ini adalah Kepala Sekolah dan 7 guru sentra. Teknik analisis data menggunakan analisis data interaktif model yaitu reduksi data, penyajian data, dan penarikan serta pengujian kesimpulan atau verifikasi. Pengujian keabsahan data dengan triangulasi sumber dan teknik. Hasil studi menunjukkan bahwa integrasi media pendidikan seks islami bagi anak usia dini melalui pembelajaran sentra dengan tema "Tubuhku" menambah pengetahuan anak menjadi lebih konkret tentang persoalan seksualitas sehingga dapat menstimulasi pertumbuhan dan perkembangan anak.

Kata Kunci: *integrasi media, pendidikan seks, anak usia dini, taman kanak-kanak.*

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INTRODUCTION

The rise of news about deviant sex practices, such as harassment, sexual abuse, and free sex becomes a threat to the younger generation, especially children who are still empty in their knowledge about sex. Based on data from KPAI (Indonesian Child Protection Commission) sexual abuse cases have increased in the last 5 years (Amaliyah & Nuqul, 2017, hlm. 157). Incidents related to sexuality that afflict early childhood from year to year are experiencing a significant increase which is a warning for parents, teachers and the public to increasingly realize how important Islamic sex education is for early childhood. It can be said that the need for efforts to introduce and understand Islamic sex education from an early age to children in kindergarten. Kindergarten is one of the institutions that has sex education programs. This program is included in the curriculum that is implemented to socialize materials that are charged with Islamic sex education. The implementation of Islamic sex education can bridge children to introduce sexuality issues early on in order to better understand and understand their roles and responsibilities in the environment. This is especially important considering that sexual violence or sexual crimes in early childhood are increasing.

According to Ninawati and Handayani as quoted by Darmiany et.al., that sexual education is important to be implemented from an early age. Information about sexual education early on must be mastered by parents and teachers in schools. The active role of parents and teachers to educate children about sexual violence is one to anticipate the occurrence of sexual crimes against children (Darmiany dkk., 2019, hlm. 411). As for sexual education-laden materials already exist at every level of education in the 2013 learning curriculum (K-13), included in the curriculum at kindergarten institutions in Indonesia, although sexual education materials are not directly mentioned in the curriculum. As for one of the Kindergarten in Purbalingga Regency that has an Islamic sex education program that integrates various media in the learning of Islamic sex education for early childhood, namely Al Hikmah Kindergarten Kutasari Purbalingga. Researchers were able to conclude that early childhood sex educators in Al Hikmah Kindergarten are carried out continuously with parenting programs as a bridge between teachers and parents to convey information about child sexuality issues that occur in schools and provide understanding to teachers and parents of students about child sex education from an early age. On the other hand, the school also works with psychologists who aim to help form emotional attitudes of children who are responsible for various sexuality problems that occur in children in school with the aim of guiding children to lead healthy and Islamic lives both in the school environment, family and community. According to Nia Saurina that this is where the need for education from an early age based on Law No. 20 of 2003 on the National Education System, states that early childhood education is one of the fostering efforts aimed at children from birth to 6 years old that is done through the provision of educational stimulation to help physical and spiritual growth and development so that children have readiness to enter the level of further education (Saurina, 2016, hlm. 95-96)

Research that is still related to Islamic sex education for early childhood it's a work Muhammad Iqbal Hanafri et.al., the results of this study concluded: This sex education animation contains sexual education materials and sexual education animation created using professional Adobe Flash software CS6. With the application of this sex education animation media will attract students and the information conveyed is more quickly understood by students and helps teachers in delivering sexual education materials more interactively (Hanafri dkk., 2016, hlm. 51).

Research still related to Islamic sex education for early childhood it's a work Natalia Devi Oktarina et.al., that: Media Influence of Pictorial Stories on Knowledge of Early Sex in Children. The results of this study concluded: The analysis in this study was to use the t-test dependent test. The results showed that the knowledge of PAUD children after being given the introduction of early sex education through the medium of picture stories increased by an average of 6.99 compared to before being given an average media introduction of 4.82 with a

p-value of 0.001. The need for the development of pictorial story media material about the introduction of early sex in children and the medium of illustrated stories can be used as a medium of learning in children PAUD (Oktarina & Liyanovitasari, t.t., hlm. 110)

From some of the relevant research studies above, it can be concluded that the theme of sex education has been done by others. It's just that no one has researched to solve problems and discover about the concept of media integration in the implementation of sex education that is done programmatically. The implementation of Islamic sex education for early childhood as a preventive effort to educate early childhood in kindergarten where early childhood sexual development begins to develop so that it can increase children's understanding of sexuality properly in the hope that children have healthy sex behaviors and islamic behavior. On the basis of the above description, this study examines how is the integration of Islamic sex education media for early childhood in Kindergarten.

In order to achieve the goal of implementing education in schools, an educational medium is needed that can be used to channel messages, stimulate the thoughts, feelings, and willingness of students in the learning process (Arief S. Sadiman et.al., 2012, hlm. 7). The function of educational media according to Hamdani includes: first, it has its own function as a means of helping to realize a more effective educational situation. Second, the medium of education is an integral part of the entire educational process. Third, the educational media in its use must be relevant to the purpose of education. Fourth, the educational media serves to accelerate the process of achieving educational goals. Fifth, educational media serves to improve the quality of the education process. Sixth, the educational media lays concrete foundations for thinking so as to reduce the occurrence of verbalism. (Hamdani, 2011, hlm. 89-90). The types of educational media commonly used in the teaching and learning process sudjana and rivai (1997) put the following; First, graphic media. Second, Both media are three-dimensional. Third, the projection model. Fourth, the use of the environment as a teaching medium (Karo-Karo & Rohani, 2018, hlm. 93).

One of the most widely referenced images as a theoretical basis for the use of media in the learning process is Dale's Cone of Experience. In an effort to utilize media as a tool, Edgar Dale conducted a classification of experiences according to the level from the most concrete to the most abstract. The classification came to be known as the cone of experience by Edgar Dale.

METHODOLOGY

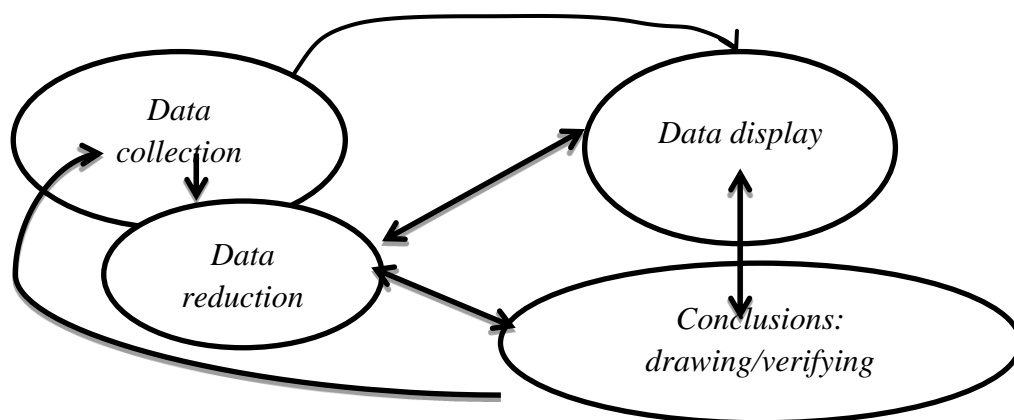
The data collected in this study is more in the form of records of interview results, direct observations, participant observations and documentation as characteristics of qualitative research case study approach. In conducting field research, the targets are the Principal as the person in charge of activities, the person in charge of the curriculum, and 7 central teachers Al Hikmah Kindergarten Kutasari Purbalingga. It is intended to assist researchers in describing and analyzing findings, solving problems in the media integration of Islamic sex education for early childhood in Kindergarten Purbalingga Regency.

The subjects of research in in the media integration of Islamic sex education for early childhood include: Principal and 7 Center Teacher. The study subjects were determined by snowball sampling techniques. The main subjects specified are the Principal. The next subject will be determined by the Principal Al Hikmah Kindergarten who directs the researcher to meet the next subject who can be asked for information about the media integration in the implementation of Islamic sex education in kindergarten. Each of these research subjects will also provide recommendations for the next research subject until finally the research data meets the saturation point and finally the data retrieval is ended. The data obtained in this study is primary data because it is obtained directly from the institution studied in Al Hikmah Kindergarten Kutasari Purbalingga.

Sources of evidence that can be used as a focus for the collection of case study data include: First, Participant observation. In these observations researchers engage with the daily activities of people who are being observed or who are used as a source of research data. With

the observation of these participants, the data obtained will be more complete, sharp, and up to know the level of meaning of each behavior that appears to be. Second, Interview. The interview methods used in this study are in-depth interviews and observations. Researchers engage directly in depth with the lives of the subject being studied and in-depth interviews about sex education media are conducted using pre-prepared guidelines and conducted many times. In addition, the author also uses face-to-face observations made while participating in the implementation of sex education. The in-depth interview points about media are the types of sex education media, the purpose of using sex education media, and the benefits of sex education media. The results of the documented interviews are learning devices such as plans for the implementation of daily learning activities of early childhood sex education programs. Third, Documentation. In addition to interviews and observations, researchers use several sources of agenda reference, conclusions of meetings, and reports of other written events and administrative documents of early childhood sex education program activities. Fourth, Direct observation. Researchers conducted direct observations starting from formal data collection activities such as meetings with principals, meetings with students in learning activities, meetings with classroom teachers / center teachers and accompanying teachers.

Data analysis activities in the research process are carried out by describing the data. The analytical technique used in this study is an interactive analysis model developed by Miles and Huberman. Furthermore, the interactive model in data analysis is shown in the picture 1.



Picture 1. (Mathew B Miles & A Michael Huberman, 1994, hlm. 12)

Miles and Huberman (1984), suggest that the activity in qualitative data analysis is carried out interactively and continues continuously until complete, so that the data is saturated. Activities in data analysis that include: *data reduction*, *data display*, and *conclusion drawing/verification* (Sugiyono, 2018, hlm. 246). First, data reduction. In the early childhood sex education research in the Islamic perspective in kindergarten, the data reduction process that the author did is summarize all the data from observations, interviews, archives, physical devices and documentation, then choose the data that the author needs, focusing on matters related to the medium of early childhood sex education. Second, the presentation of data (data display). The presentation of data that the author did in this study is using text that is narrative, by explaining in detail about the learning process using sex education media. Third, Verification (Verification / Conclusion Drawing). Thus, the conclusions in the study may be able to answer the problem formulation formulated from the beginning, but it may also not, because the problem formulation is still temporary and will develop once the researcher is in the field. So, after the author reduces the data and presents the data, then the author will verify based on the data and the reality that is in the research place. The conclusion that the author will make relates to the implementation of early childhood sex education using media integration. From the results of the analysis can be determined conclusions and also recommendations that can be used as a reference for early childhood education institutions,

especially kindergartens to intensify early childhood sex education programs in a sustainable manner.

Check the validity of the data using triangulation. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. If the researcher collects data by triangulation, then actually the researcher collects data that simultaneously tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources.

This study uses triangulation examination techniques through the use of sources and methods. For example, from the triangulation of sources, interviewing someone in different status positions, checking and comparing information with different focuses, checking and comparing information with the same focus, so that in the triangulation of the source can be known the validity of the data by comparing information from the subject and information. While triangulation with methods is done by checking the degree of trust of several data sources with the right method, it is also necessary to choose the right data collection techniques and tools so as to allow objective data to be obtained. Examples of triangulation of this method such as comparing interview methods with observation methods to obtain the truth of information (Latifah Permatasari Fajrin dkk., 2020, hlm. 81). So the examination of the validity of the data was conducted with the aim of showing that research on the integration of Islamic sex education media for early childhood is truly scientific, minimizing distortions, and to build trust and interpret it based on the existence so that the data obtained in the field becomes more credible and the results can be accounted for.

RESULT AND DISCUSSION

Types of sex education media in Al Hikmah Kindergarten Kutasari Purbalingga

Sex education is important to be taught in the digital era. This cannot be separated from the many cases of sexual violence (sex abuse) that is rife in Indonesia. In addition, sex education conducted early on will have an influence on the life of children as teenagers. The more the development of the times, the curiosity and curiosity of children is higher when compared to ancient children. Children become more critical, both in terms of nature, attitude, and behavior. Therefore, accommodating the child's high curiosity, the role of parents becomes vital in terms of the delivery of sex education to prevent children from satisfying curiosity through others who are not necessarily the truth (Chasanah, 2018, hlm. 134).

Early childhood sex education is the delivery of information and education to children about sexuality issues, one of which is through educational media that is expected to encourage the development of targeted sexual behavior so that there are no sexual problems that are very detrimental to children both in the school, family, and community environment. Knowledge of sexuality properly and responsibly obtained by early childhood from educational media and communication and information technology can add insight into sex education early on.

Another role of the educational media is as a message channel in the learning process, can attract the attention of students, and can convey the message that wants to be conveyed in each subject. In the learning process, teachers can create an attention-grabbing learning atmosphere by utilizing creative, innovative and varied educational media, so that learning can take place by optimizing the process and oriented to learning achievement (Wahidin & Syaefuddin, 2018, hlm. 52). The use of this type of educational media can support learning activities to be more interesting. Educational media is not only a tool but must have values that can develop soft skills and hard skills learners. The values contained in the medium of sex education become a foothold in the formulation of this sex education goal so that the existence of sex education media becomes very important. Especially when the medium of sex education becomes the answer to increase children's knowledge and understanding of sexuality issues early on.

In order to facilitate the achievement of the goal of education in school, an intermediary medium is needed that can be used to channel messages, stimulate students' thoughts, feelings, and will. This intermediary medium is nothing but teaching media. Creative use of media will allow students to learn better and be able to improve their appearance in accordance with the goals to be achieved. The teaching media used in the form of effective equipment is called props. Teaching aids, or audiovisual aids (AVA) are tools that teachers use to help clarify the subject matter they are delivering to students and prevent verbalism from happening to students (Suyanto & Asep Jihad, 2013, hlm. 107).

According to the results of interviews with the Principal Al Hikmah Kindergarten that sex education for early childhood uses the integration of diverse educational media tailored to the learning center. Various kinds of learning applications in 6 centers are expected to stimulate the growth and development of children. As for a connecting bridge between teachers and parents, in the era of pandemic covid 19 in online learning using video media shared with student guardians through discussion group forums. That the importance of the use of integration of educational media as a means of support to socialize sex education to early childhood. Because the function of educational media one of them is as a tool to convey knowledge information to students.

Media is one of the factors that determine the success of teaching because it helps students and teachers in delivering subject matter in connection with the teaching objectives that have been formulated in teaching planning. In this condition, educational media can improve the efficiency of processes and the quality of teaching-learning outcomes (Oemar Hamalik, 2012, hlm. 64-65).

Based on the results of observations in all centers, the types of sex education media used in Al Hikmah Kindergarten Kutasari Purbalingga, including educational props, audio visual video media and visual images from storybooks. The overall function of these types of educational media is expected as a whole students know information about the stages of growth and development in themselves. Another reason for the use of the media integration of sex education in the islamic sex education learning process here is to improve students understanding of sex education materials and facilitate the provision of sex knowledge information to students properly and correctly. With the media integration of sex education in the learning process of Islamic sex education in Al Hikmah Kindergarten in Kutasari Purbalingga, it is expected to provide concrete and comprehensive knowledge to children. Meanwhile, the purpose of developing religious and moral values according to Rizki Ananda as quoted by Syisva Nurwita is to prepare children as early as possible to develop attitudes and behaviors based on religious and moral values so that they can live in accordance with the norms adopted by society (Nurwita, 2019, hlm. 507).

Integration of media in the implementation of Islamic sex education for early childhood in Al Hikmah Kindergarten Kutasari Purbalingga

Learning according to Rusman as quoted by Thamrin Tayeb that is basically a process of teacher interaction with learners, whether the interaction is direct, such as face-to-face, or indirect, such as learning activities using learning media (Tayeb, t.t., hlm. 48). As for the type of Islamic sex education learning media used in Al Hikmah Kindergarten Kutasari Purbalingga, namely: first, at the preparation center using story books. According to Dhieni as quoted by Yanuar Ady Prasetyo that the role of the media in telling stories using storybooks can help develop children's imagination to the content of stories or objects in a story in which there is a causal relationship of a process that occurs in the environment around the child, so that children can conclude the content of the story based on the ability of reason or thought (Prasetyo, 2014, hlm. 2).

According to the results of an interview with the Preparatory Center Teacher. That the preparatory center uses storybooks to convey material that is charged with sex education in early childhood. The purpose of using this storybook is to make children better understand

the material related to their everyday sexuality issues. The second sex education media used in the process of learning sex education is the word card. That the use of this card is expected so that children are directed to write words such as "My Body". Another purpose of using word cards with one word is to train children to get used to writing. As for other media used, namely rectangular letter cards. The use of this letter card is expected by children to be able to arrange "My Body" words, the word "Body" consists of any letter, so as to train the child to know more about each letter. The next medium used in the preparation center is "Swipe Abur". The purpose of using this medium is to introduce the words and letters that make up my body and to improve fine motor development and cognitive in children. According to Mufarizuddin as quoted by Moh Fauziddin and Mufarizuddin, that giving stimulation aspects of cognitive development is the task of educators in PAUD institutions. Providing cognitive stimulation to children is part of the effort to educate the nation. Cognitive stimulation methods are part of a learning strategy to achieve the goal of optimizing children's cognitive function. (Fauziddin & Mufarizuddin, 2018, hlm. 163). According to Cahyaningrum et.al., and Sabardila et.al., as quoted by Iis Sumyati Shalihah et.al., learning in PAUD basically emphasizes the introduction and character planting needed to become a human being in the future who can maximize all potential and creativity (Shalihah dkk., 2021, hlm. 567).

Second, the Center of Art. According to the results of an interview with the Center of Art Teacher, in the Art Center Al Hikmah Kindergarten Kutasari Purbalingga, in the Daily Learning Implementation Plan (RPPH) "My Body" theme that some educational media and integrated props are used in the learning process of Islamic sex education for early childhood, namely: story books, folding papers, plagiarizing pictures, and suctioning clothes. Various games plagiarizing pictures, folding clothes, and rubbing clothes, has the goal of introducing children clothes that can cover the aurat. The point is to dress to cover the aurat by covering the aurat serves to protect the child from acts of sexual abuse or latent danger that exists around the child.

This method teaches and familiarizes children to always wear clothes, especially when in open places, considering the habit of children sometimes lazy to wear their clothes usually after bathing or urinating. The clothes used are also closed and not too revealing limbs that can attract sexual stimulation for people who see it, such as in the area around the genitals, thighs, and chest parts, and so on. This is considered important especially today with the rise of cases of violence in children caused by unnatural abnormalities in a person, namely, interested and aroused by looking at the body of a child (pedophilia) (Ali Mukti, 2016, hlm. 96).

Third, Iman and Taqwa Center (Imtaq Center). According to interviews with Imtaq Center Teacher, that at the Imtaq Center discussed the theme of My Body through a variety of plays that use visual media and props related to Islamic sex education, namely paper dolls, story books with pictures for boys and girls, and video screenings about touch can and should not be. The purpose of the use of the integration of sex education media is to introduce body parts, introduce the function of each part of the body, and maintain adab by closing the aurat. As for the use of story books that contain in it there are hadith readings about shame and prayer wearing clothes. According to Nana Sudjana and Ahmad Rivai as quoted by Herka Maya Jatmika, that visual media in the concept of visual learning can be images, models, objects, or other tools that give learners a real visual experience. In its use of visual media aims to introduce, shape, and clarify the understanding of material that is abstract to learners, develop affective functions, and encourage further student activities (Jatmika, 2005, hlm. 95).

Fourth, the Center of Liquid Nature. Based on the results of an interview with Center of Liquid Nature Teacher, that in the liquid nature center in the Daily Learning Implementation Plan (RPPH) theme of My Body, the implementation of Islamic sex education for early childhood uses the integration of media with educational props and other learning resources such as HVS paper, comb, toothbrush, pieces of paper clothing, cotton buds, brushes, plasticine, food coloring, as well as the word "My Body". The variety of play in the

center of liquid nature is painting with cotton buds, painting with a brush, forming objects with plasticine. In addition, in this center also uses picture and colored story books. According to Ali Muhson, the existence of learning media as a tool in the learning process is a reality that cannot be denied. Teachers as messengers have a great interest in facilitating their duties in conveying messages or learning materials to learners. Teachers also realize that without media, learning materials will be difficult to digested and understood by students, especially if the learning materials that must be delivered are complex and complex. For this reason, the use of absolute media must be done so that the material can reach learners effectively and efficiently (Muhson, 2010, hlm. 3-4).

Fifth, the Beam Center. Based on the results of interviews with the Beam Center Teacher, that in the Daily Learning Implementation Plan (RPPH) My Body theme, the integration of the media used is educational props (APE) and learning resources used, namely unit blocks and touch learning videos cannot be. This unit block game is an example of making a fence with beams. The purpose of this game is to be implanted with children to protect themselves from strangers, such as not allowing strangers into the house if there is no one. This variety of unit beam play, children are taught to defend the rights to protect themselves so that the child's social emotions can develop.

As for putting together blocks, children are also taught to think intuitively. According to Ali Mukti, the intuitive phase of thinking, which is the ability to create something, such as drawing or composing a beam, but not knowing exactly the reason for doing so. This period is called the subphase of thinking intuitively because at this moment the child seems to understand and know something (Ali Mukti, 2016, hlm. 93).

Sixth, The Role Playing Center. According to the results of interviews with the Role-Playing Center Teachers, that in islamic sex education learning activities for early childhood in role-playing centers, the integration of educational media used is video, power points, laptops, and various supporting plays for role-playing activities such as role playing in banks, restaurants, and clothing stores. The purpose of the use of media integration, props and variety of play is expected children from an early age to understand about the parts of his body that can be touched and should not be touched, how to maintain these body parts, how to cover their aurat so that children can avoid sexual crimes.

According to Ratih Rahmawati, in addition to educational media and integrated props, it can also be done by parents or teachers by using puppet media. When in school teachers can practice how to bathe and put clothes on the doll during role-playing activities. Children can be introduced about the importance of polite clothing, for example girls can also be accustomed to wearing closed clothes when out of the house (Rahmawati, 2020, hlm. 29).

Based on the observation that this picture story book has two versions, which are distinguished by gender. Where there are story books for boys and girls. This difference in picture story books introduces the limits of aurat for boys and girls. In addition, the delivery of Islamic sex education for early childhood with the use of learning video media that contains the content of sex education materials such as touch can and touch should not be. It is expected that children can remind each other of the limbs that must be maintained, can be touched and should not be touched by others. According to Sciaraffa & Randolph as quoted by Gokma Nafita Tampubolon et.al., that sexual education should help children understand the development of sexuality properly so as to build a good picture of their bodies (Tampubolon dkk., 2019, hlm. 528)

The variety of shadow painting games using educational props in learning aims to introduce pictures of the types of clothes that can be worn by boys and girls. The use of used goods such as com comers and toothbrushes is intended that these items that are not used can still be functioned or reused as educational props. According to Usman as quoted by Nur Ainiyah that teaching aids, or audiovisual aids (AVA) are tools that teachers use when teaching to help clarify the learning materials they convey to students and prevent verbalism in students (Ainiyah, 2017, hlm. 67). As for the variety of playing painting with cotton buds,

painting with a brush, and forming plasticine to improve the development of smooth motoric in children such as hand gestures with a fixed activity note referring to the theme of My Body. By playing play dough or plasticine children can form limbs with plasticine.

Based on the results of participants' observations that the use of various sex education media integrated with other media in the learning process of Islamic sex education for early childhood in kindergarten makes children more active, interactive and focused with the material delivered by teachers. Visually conveying image media through touch videos can and cannot and picture storybooks make children better understand how to take care of themselves. As for the use of educational props in the learning process of Islamic sex education in the classroom with the aim of optimizing children's cognitive and fine motor development. According to Tejo Nurseto, in today's modern learning system, students not only act as receivers, but students also act as communicators or messengers. In such conditions, there is what is called two-way communication and even communication in many directions. In learning communication, learning media is needed to improve the effectiveness of achieving learning goals. That is, the learning process will occur if there is communication between the recipient of the message and the source / distributor of the message through the media. (Nurseto, 2011, hlm. 20)

It can be concluded based on in-depth interviews with all central teachers that the diverse use of the integration of sex education media in the learning process depends on the creativity of the center teacher. The more diverse the sex education media used in the learning process in the main center, then Islamic sex education in early childhood will be more interesting so that children's knowledge of sexuality is more concrete. According to Barkah Lestari as quoted by Ria Astuti and Thorik Aziz, creativity is the ability that a person has to discover and create new things, new ways, or new models that are useful for himself and society. The new thing doesn't have to be something that's never existed before, but the elements may have existed before. One can find new combinations that have different qualities before (Astuti & Aziz, 2019, hlm. 295). The use of learning media provides a wide opportunity for children to increase their activities so as to gain contextual physical and mental experiences during the learning process. Thus the concepts learned will be easier to understand and can improve their learning outcomes and can be applied in everyday life (Hendarwati, 2014, hlm. 2).

CONCLUSION

From the presentation of research results and discussions can be concluded as follows: first, the delivery of information and education using media integrated with other media in the process of learning Islamic sex education for early childhood in kindergarten about sexuality issues that exist is expected to encourage more concrete understanding of children, targeted sexual behavior, and provide factually correct knowledge and direct children. Put sex in the right perspective so that the child has noble moral behavior. Second, the use of integration of sex education media can foster and develop various aspects of child development including: cognitive, language, social, emotional, physical, and motoric children.

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