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Developing Media for Sex Education for Intectual Disability Students

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Abstract. This study aimed to develop and evaluate learning media for sex education targeted at students with intellectual disabilities. Utilizing a research and development (R&D) methodology based on the Borg and Gall model, the process involved three stages: a preliminary study, product development, and trials. The research was conducted at a special education school (SDLB) in Jambi City, with expert validations and trials involving six students. The media was created using Canva, focusing on topics like body awareness and private body parts to improve comprehension and engagement. Results indicated the media achieved a validity score of 78% and a practicality score of 100% according to educators' feedback. The findings suggest that visually engaging, accessible media tailored to the unique cognitive and emotional needs of students with intellectual disabilities is effective and practical for delivering sensitive content such as sex education.

Keywords: Media Development, Sex Education, Intellectual Disability, Canva, Inclusive Learning

Abstrak. Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi media pembelajaran untuk pendidikan seks yang ditujukan bagi siswa dengan disabilitas intelektual. Metode yang digunakan adalah model Borg & Gall,, dengan 3 (tiga) tahap pelaksanaan, yaitu: pendahuluan, pengembangan produk, dan uji coba. Penelitian dilakukan di Sekolah Luar Biasa (SDLB) di Kota Jambi, dengan validasi ahli dan uji coba yang melibatkan 6 (enam) orang siswa. Media dibuat menggunakan Canva, dengan fokus pada topik seperti kesadaran tubuh dan bagian tubuh pribadi untuk meningkatkan pemahaman dan keterlibatan. Hasil penelitian menunjukkan media mencapai skor validitas 78% dan skor kepraktisan 100% menurut umpan balik pendidik. Temuan tersebut menunjukkan bahwa media yang menarik secara visual dan mudah diakses yang disesuaikan dengan kebutuhan kognitif dan emosional unik siswa dengan disabilitas intelektual efektif dan praktis untuk menyampaikan konten sensitif seperti pendidikan seks.

Kata kunci: Pengembangan Media, Pendidikan Seks, Disabilitas Intelektual, Canva, Pembelajaran Inklusif

INTRODUCTION

Sex education is a fundamental aspect of personal development, yet students with intellectual disabilities (ID) often face significant barriers to accessing appropriate, effective sex education. Intellectual disabilities can affect cognitive, social, and emotional functioning, which may require specially designed educational strategies and resources (Dube & McGill, 2018). Traditional sex education materials, which are often text-heavy or assume a certain level of cognitive ability, may not be accessible to these students. As a result, tailored media-based interventions have become an increasingly important tool in delivering effective, inclusive sex education for students with ID (Shakespeare & Watson, 2017).

Sex education for students with intellectual disabilities has historically been marginalized or inadequately addressed (Lindstrom & Boswell, 2016). Many educational materials assume a level of cognitive and social understanding that may not be present in these students, leading to confusion or misunderstanding. Additionally, many programs are designed for a general student population, using language, imagery, and teaching methods that are not sensitive to the specific learning needs of students with intellectual disabilities (McGuire & Rattan, 2017). These challenges can lead to a lack of awareness and understanding about sexual health, relationships, consent, and personal boundaries, which are crucial areas for all young people, including those with intellectual disabilities.

The Role of Media in Education is significant to help teacher transfer their knowledge. Media, including visual aids, videos, animations, and interactive technologies, have been shown to be effective in teaching

individuals with intellectual disabilities. These media tools help make complex concepts more accessible by simplifying information, offering concrete visual examples, and engaging students in a way that text-based materials alone cannot.

Canva is an ideal tool for teaching students with intellectual disabilities because it offers an intuitive, flexible platform to create visually engaging and accessible learning materials. Its drag-and-drop design makes it easy for educators to customize content that matches the unique cognitive and emotional needs of students. Canva supports multisensory learning through vibrant visuals, simplified text, and interactive elements that make abstract or sensitive concepts easier to understand (Chang & Jacobs, 2020).

For students with ID, who often rely on repetition and visual cues, Canva allows educators to design materials that are clear, structured, and visually appealing. The tool also enables cultural and contextual sensitivity, which is particularly crucial for topics like sex education. By simplifying complex ideas into digestible, relatable visuals, Canva promotes better comprehension, sustained attention, and improved retention, fostering a supportive and inclusive learning environment (Murphy & Young, 2005). Effective media development for sex education with intellectual disabilities must prioritize accessibility, simplicity, and engagement. Its include: (1) Clear, Simple Language. Materials should use straightforward, easy-to-understand language. Avoiding complex terms and jargon is essential for ensuring that students can grasp the content (Brown et al., 2020); (2) Visual aids, such as illustrations or animations, are key to reinforcing learning and helping students understand abstract concepts. These tools can also be used to model appropriate behaviors and social interactions; (3) Interactive elements, such as quizzes, role-playing scenarios, or decision-making activities, are effective in reinforcing lessons and engaging students actively in their learning process; (4) Media content should be culturally sensitive and relevant to the diverse backgrounds of the students it is designed for. Respect for cultural norms regarding sexuality and relationships is essential for ensuring that the content is both appropriate and effective; and (5) Students with intellectual disabilities may require repeated exposure to information, media should allow for revisiting key topics and concepts. Pacing must be gradual to ensure students have the time they need to process the material.

Developing tailored media for sex education is a powerful tool for supporting students with intellectual disabilities in acquiring essential knowledge about their bodies, relationships, and personal safety. By providing resources that are specifically designed to meet the cognitive, emotional, and social needs of these students, educators can help bridge the gap and ensure that all students, regardless of ability, receive the education and skills they need to navigate the world with confidence and awareness. Continued research and investment in inclusive media development for sex education will help improve the quality of life and safety for students with intellectual disabilities, empowering them to make informed choices about their sexual health and relationships (Manogna et al., 2022). This research focuses on developing learning media for sex education on reproductive health aspects for intellectual disability students.

METHOD

This study uses a research and development method. The research and development method is a method used to produce certain products, and test the effectiveness of the product (Sugiyono, 2021). The development model used in this study is a development model known as R&D (Research and Development) using the Borg and Gall model (1983). The development procedure used in this study refers to the Borg & Gall model. The product produced in this study is a sex education learning media for junior high school students with special needs, namely students with intellectual disabilities. The procedure for developing sex education learning media for elementary school students with special needs, namely students with intellectual disabilities, is simplified into three stages, namely: 1). Preliminary study, 2) Product development, 3) Product trial and finalization

This research was conducted at SDLB Jambi City located at Jalan Sri Soedewi, Telanaipura, Jambi City. The research was conducted from March 2024 to June 2024. The subjects of this research were divided into two subjects, namely, expert test subjects and trial subjects. The expert test subjects involved 2 experts, namely experts in children with disabilities and experts in developmental psychology. While the trial subjects involved 6

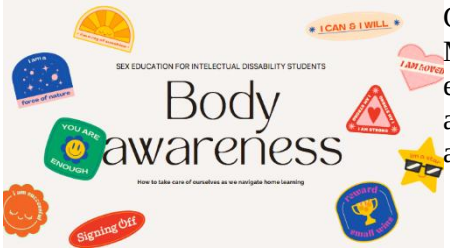
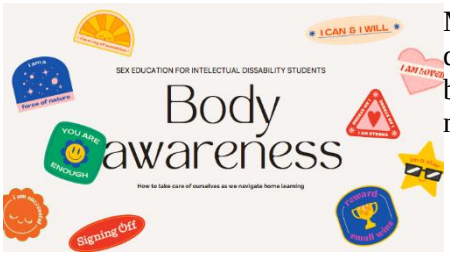
SDLB students who were taken using the purposive sampling method. In this development research, it was carried out through the validation stage of material experts and media experts as well as field trials. At this validation stage, material experts will provide assessments, comments, and suggestions for the product developed in terms of material aspects. Meanwhile, media experts provide assessments, comments, and suggestions for the product developed from the media aspect. In the next stage, the researcher conducted a field trial. The trial conducted was limited to a media feasibility test, not yet to the stage of testing the effectiveness of media use. This trial aims to produce assessments, comments, observation results, and suggestions by 6 fourth grade students and fourth grade homeroom teachers at SDLB Negeri Kota Jambi. These assessments will be collected and analyzed to determine the feasibility of the product.

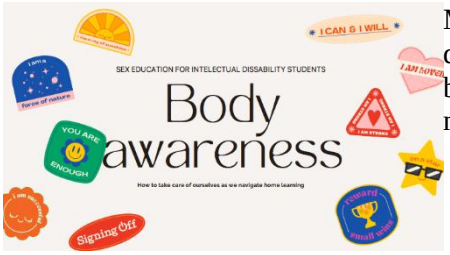
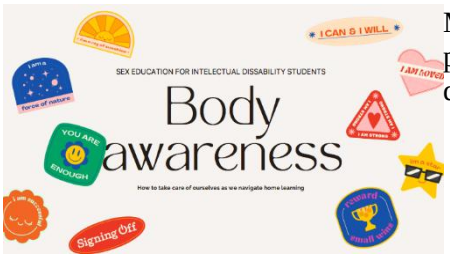
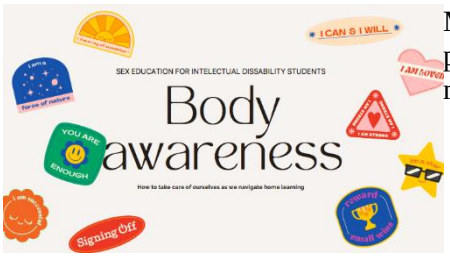
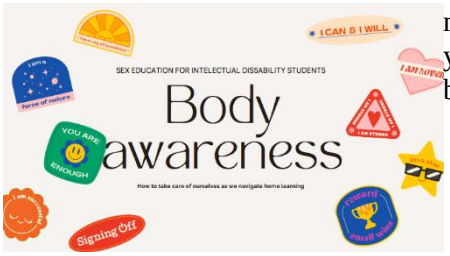
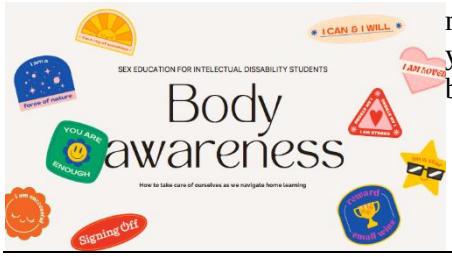
RESULT

This research is a development research, namely the development of learning media for sex education for SDLB students with intellectual disabilities. This development research produces products in the field of education, namely the development of learning media in the form of images using the Canva application for teaching sex education for SDLB students with intellectual disabilities.The first stage, namely the preliminary study, obtained data on the description of SDLB students in the form of gender and age and their IQ. In class IV which was the target of the study, it was found that there were 6 students, namely 4 male students and 2 female students. The age of these class IV students is classified as teenagers, namely 11 to 14 years old, but because of their intellectual disabilities they still attend elementary school. Teaching about sex education is not given in schools, the school curriculum has not been able to reach the subject. The teaching media provided by the teacher are in the form of images from books, this is indeed a characteristic of students with intellectual disabilities where they are able to learn through image media.

The product development stage is carried out by compiling what material will be given and conducting expert validation tests. The expert validators involved in this study were two experts, namely, experts in children with special needs and reproductive health experts. Development of teaching media for sex education for students with intellectual disabilities, especially for body awareness and private body parts. Table 1 and Table 2 below explain the content categories of sex education learning media. The body awareness material shown in table 1 above aims to instill awareness in students with intellectual disabilities of the gender characteristics inherent in themselves. This awareness is needed to make students with mental disabilities understand who they are.

Table 1
Body awareness

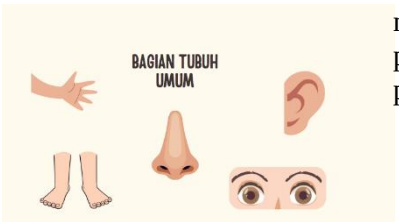
Gambar	Isi
	Cover Memuat bagian judul media edukasi, tema yang dipelajari adalah kesadaran siswa disabilitas akan tubuh mereka
	Menampilkan ciri-ciri yang dimiliki remaja pria, yaitu berambut pendek, memakai celana, memakai sepatu olah raga

	Menampilkan ciri-ciri yang dimiliki remaja wanita, yaitu berambut panjang, memakai rok, memakai sepatu flat
	Menampilkan aktifitas fisik remaja pria yaitu bermain bola, berlari, dan menganggkat beban
	Menampilkan aktifitas fisik remaja putri yaitu bermain lempar, dan melakukan gerakan senam
	menampilkan tanda jenis kelamin yang sesuai untuk fasilitas umum bagi remaja pria
	menampilkan tanda jenis kelamin yang sesuai untuk fasilitas umum bagi remaja wanita

Sumber: data processed

Table 2
Learning media for sex education for students with intellectual disabilities Privacy Body Parts Material

Gambar	Isi
	Memuat bagian judul media edukasi, tema yang dipelajari adalah bagian tubuh privasi

	Menampilkan bagian tubuh umum remaja pria dan wanita, yaitu tangan, kaki, hidung, kuping dan mata
	menampilkan gambar bagian tubuh umum dan kosa katanya, yaitu telapak tangan dan telapak kaki
	menampilkan gambar bagian tubuh umum dan kosa katanya, yaitu hidung, mata dan kuping
	menampilkan gambar bagian tubuh privasi remaja pria, yaitu dada dan perut
	menampilkan gambar bagian tubuh privasi remaja putri yaitu dada dan perut
	menampilkan gambar membersihkan bagian tubuh privasi remaja pria dan wanita

Sumber: data processed

The sex education materials displayed in Table 2 above are public body parts and private body parts. The image media displayed is intended to raise awareness in students with intellectual disabilities of the private areas and public areas that are attached to them. Private areas are parts of the body that should not be shown to everyone, should not be touched or held by others.

Based on the results of the validity test, the validation results carried out by the validator are categorized as valid with an average value of 78% of the sex education learning media for body awareness material and private body parts material, can be tested on students with cognitive disabilities because the content and format of the image media used are in accordance with the intellectual characteristics

of children with special needs. After the product development stage and validation stage, the next stage is Product Trial and Finalization. The sex education learning media product for students with intellectual disabilities can be implemented because it has been declared valid. The results of this trial will be used as a reference to revise the developed sex education learning media. The trial of the sex education learning media for students with intellectual disabilities using the Canva application was carried out at SDLB Sri Soedewi, Jambi Province with 6 students in June 2024. The trial of the sex education teaching media product for students with intellectual disabilities using the Canva application was only carried out at SDLB Sri Soedewi due to the limitations of the researchers.

Based on the trial stages that have been carried out, the results of the practicality of the sex education learning media for students with intellectual disabilities using the Canva application were stated to be very practical. Based on Table 3 above, it can be seen that the data from the results of the practicalization using the educator response questionnaire, with a percentage result of 100% categorized as very practical. Thus, the results of the practicality assessment of this media are appropriate to use and can be implemented in SDLB.

Table 3
Practicing Educator Responses

No	Practitioner	Amount	Max Score	Percentage	Category
1	Ari, S.Pd	40	40	100%	Very Practical
Rata-Rata				100%	Very Practical

Sumber: data processed

The development of sex education learning media for body awareness and private body parts for SDLB students with intellectual disabilities is one of the teaching materials that can be used as a reference for educators in teaching sex education to students with special needs. Sex education teaching materials made using the Canva application were developed to support the learning process. In the development of this teaching material, the type of research and development used is Research and Development (R&D). The development model for animated videos made using the Canva application uses the Borg and Gall (1983) development model.

There are three stages used in the development of sex education learning media, namely the preliminary study stage, the product development stage, and the product trial and finalization stage. The preliminary study stage is carried out by digging up information from relevant sources, namely SDLB teachers to obtain field data on sex education for students with intellectual disabilities. In addition to information from teachers, preliminary study data is also obtained from the results of previous research on sex education for students with intellectual disabilities. The second stage is the product development stage, at this stage the development of sex education media for students with intellectual disabilities is carried out using the Canva program. After this learning device was created, the product was then validated by experts, namely psychologists and reproductive health experts.

The results of the validation of both parties stated that the sex education learning media product for students with intellectual disabilities was declared valid or suitable for use. The last stage is product finalization, after the product is declared suitable and valid for use, the product can be tested on the target, namely SDLB students with intellectual disabilities. The practicum of the sex education learning media product for SDLB students with intellectual disabilities was obtained from SDLB teachers who were experienced in teaching students with special needs. The results of the practicum of this product stated that the learning media product developed was very practical. The use of attractive and simple visual media is an effective way of teaching students with intellectual disabilities (Fisher et al, 2024).

CONCLUSION

Based on the development that has been carried out on the learning media for sex education for SDLB students with mental disabilities for body awareness and private body parts materials assessed by two experts, namely psychologists and reproductive health experts, it was declared valid by obtaining a percentage of 78%. Based on these results, it can be concluded that the sex education learning media using the

Canva application is suitable for use by educators and students in the learning process. The practicality of the sex education learning media using the Canva application which was assessed from the educator response questionnaire with a result of 100% was categorized as very practical. Based on the analysis of the educator response questionnaire, it can be concluded that animated videos made using the Canva application are very practical and can make it easier for educators to learn sex education for SDLB students with intellectual disabilities.

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