

Development of Children's Sex Education Module Preschool in Aceh

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Abstract

Purpose: This study aims to develop a Sex Education Module for Preschool Children in Aceh. The construction of the module is based on an adaptation of the ADDIE model that has gone through an expert verification process. This study also evaluates the module's applicability to preschool children's development. **Design/Methodology/Approach:** This study uses a qualitative approach with the case study method. The study sample selection was conducted by purposive sampling involving 12 Nurul Quran preschool teachers and three early childhood education experts (PAKK). Data collection techniques include interviews, document analysis, observation, and questionnaires to answer three research questions. **Findings:** The results of the study revealed that the usability of the Sex Education Module for Preschool Children obtained an evaluation score of 98%. Therefore it is in the "Very Worthy" category to be

implemented in the teaching and learning process. Conclusion: It can be concluded that the module is suitable for use by educators in introducing sex education to children ages 5 to 6 years.

Keywords: Module Development, Sex Education, Preschool Children.

Introduction

Education is one of the ways to develop the potential possessed by humans. According to Alpian (2019), education is essential in the process of developing the various potentials possessed by humans, including all efforts to increase knowledge, experience, and skills until they become fully human. Education has a significant role in developing a country, so education needs to receive attention from various parties to develop children's potential. As time progresses, various problems affect children, especially in Indonesia. One of the more disturbing problems is the problem of sexual crimes experienced by many children. This can be observed from the number of media reporting cases of sexual crimes against children. This is due to the fact that children do not have the vocabulary or sexual knowledge to report the event to others. Furthermore, children at an early stage do not understand the structure and function of their bodies and do not know which parts are allowed and which parts are prohibited for others to touch (Fitriani, Fajriah, & Wardani, 2021).

One of the protections that can be done for children is protection against the problem of sexual violence. Sex education should be provided to children from an early age and adjusted to their age. The purpose of education is to teach children about human anatomy and how to protect themselves with the right method. Sex education can also help children avoid unwanted things such as sexual harassment or sexual violence (Nurbaiti, Saripuddin, & Masdudi, 2022). The module is one of the media that can be a guide for teachers or parents regarding the limits of sex teaching materials that are required according to the age of the child. Moreover, modules can explain basic things such as body anatomy, parts that are not allowed to be exhibited to others, how to identify acts of sexual violence and encourage children to tell their parents or teachers when strangers touch or open forbidden parts.

The problem that is an issue in sexual education in Indonesian preschools, especially in Aceh, is that there are no modules or guidelines for introducing sexual education to preschool children. This causes difficulties in teaching sex education since this content is considered sensitive and taboo if introduced to preschool children. The Indonesian Child Protection Commission (KPAI) noted that there were 2,982 cases related to the violation of special protection of children throughout 2021. Of that number, most complaints related to victims of physical/psychological violence amounted to 1,138 cases, and in second place were cases of victims of sexual crimes, amounting to 859 cases, followed by other cases.

The lack of teaching resources about sexual education at the local level causes reference materials from abroad to be used. However, sexual education modules from the West are perceived as less suitable for Indonesian culture. In addition, there are differences in religion, culture, values, customs, and ways of life in Indonesian society, the majority of which are Muslim (Dawi, 2007). The influence of culture causes teachers to not be honest or open about the delivery of sexual information to preschool children.

This is supported by the field facts discovered by researchers at PAUD IK Nurul Quran: no special lesson hours to discuss children's sex education. There are no related references yet, causing teachers to face problems in understanding basic information related to sex education and also face challenges in delivering sex education content to children. This is also supported by a study conducted by Badrulaela (2018), who states that the SLB YPLAB Lembang school does not yet have a draft program specifically about children's sex education. In addition, its implementation is only included in other lesson themes, and the method used is the lecture method, while the learning media is still very minimal. The study conducted by Dista (2020), also states that at TK Amal Insani Slemen, there is no reference related to children's sex education, so teachers find it difficult to interact in the teaching and learning process.

Given the high number of sexual violence, which continues to increase yearly, teachers need references, courses, and workshops to understand sex education for children (Fitriani et al., 2021). This can be supported by the results of a study conducted by Ismiulya et al (2022), which suggests that children still have a low level of understanding about sex education, parents do not know how to give true sex education, and there are few learning methods or media. Next, Ismiulya et al (2022), also stated that new strategies, techniques, and ideas are needed to introduce sexual education.

Therefore, this study was conducted to build a sex education module for preschool children in Aceh. The module was chosen to overcome the problem of children's sex education, attributed to the fact that the module is easy to use without additional tools, does not depend on other parties, is cheap, simple, adaptive, and easy to understand. In addition, the module is digital; thus, it is easy for teachers to use.

Research Method

This study is a case study of IK Nurul Quran Aceh preschool teachers. The case study method was selected to develop a sex education module using the ADDIE model. The case study involved collecting data systematically, holistically, and in detail by focusing the research on the early childhood school IK Nurul Quran Aceh.

This study uses a purposive sampling technique. Purposive sampling allows the researcher to select certain individuals who can provide information to answer the research question (Chua, 2014). In the analysis phase, the researcher involved three teachers to answer interview questions. Next, the researcher selected 12 teachers to answer the questionnaire in the usability phase. From the twelve teachers, the researcher chose three teachers to answer interview questions related to the usability of the module in order to strengthen the findings of the study. In addition, the researcher considers the agreement of expert members, as it requires a high commitment to make the content of the module valid. To reach an acceptable agreement, Reddy (2011), states that at least two expert members must be involved. At the same time, the researcher involved three expert members to obtain content validity.

Table 1
Experts Profile

Member Expert	Academic Qualifications	Expertise	Position	Experience (Years)
A	Masters (ECE)	<ul style="list-style-type: none"> • Pedagogy ECE • Early Childhood Literacy 	University Lecturer	13 Years
B	Masters (ECE)	<ul style="list-style-type: none"> • Media Guidance & Counseling • ICT Service • Problematic and techniques (BK AUD) 	University Lecturer	9 Years
C	Masters (ECE)	<ul style="list-style-type: none"> • PAKK 	University Lecturer	5 Years

Data collection is performed through interviews, observations, documentation, and questionnaires. The interview questions were structured, and the answers to these questions were open and could be expanded at the discretion of the interviewer and the interviewee (Hays & Singh, 2012). Next, the researcher also used a questionnaire to determine the validity of the content and usability of the module.

Data were analyzed using qualitative descriptive techniques obtained through interviews, observations, and documentation, which were then systematically compiled. The details are illustrated in the following chart.

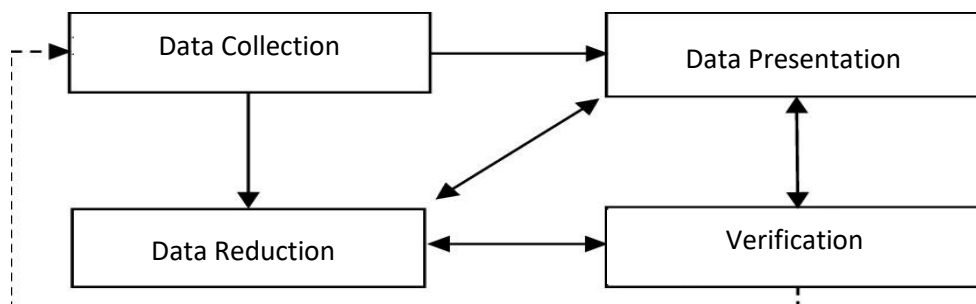


Figure 1: Analysis concept Miles dan Huberman (1984)

Analysis of The Result

In this study, the researcher has applied all stages of the ADDIE model, namely (i) Analysis (Analysis), (ii) Design (Design), (iii) Development (Development), (iv) Implementation (Implementation), and (v) Evaluation to develop sex education modules for preschool children in Aceh:

Analysis

Details from the interview reveal that the Karakter Nurul Quran Islamic Kindergarten school has not introduced sex education to children specifically since no media or module can help teachers in the learning process. The school still uses the media, as discovered in the analysis of the interview data summarized in the following table;

Table 2

Findings of Module Requirements Analysis

Need Analysis	Interview Summary
Child behavior disorder	So far, the teacher has not found sexual harassment in the school, but there have been cases of children holding his penis. (G1) <i>Alhamdulillah</i> , the teacher never found sexual harassment, but some children opened their pants in class and then ran to the bathroom to pee. (G2)
Teachers' understanding of sex education is still low	Teachers have never found sexual violence against children, but there has been a case where one of the children showed his private parts since he did not know the boundaries of what could be done. Seen or not. (G3) Teachers do not fully understand sex education; teachers only know about gender differences and genital boundaries (G1). The teacher does not understand the concept of sex education for children, but during the learning process in the classroom, the teacher only introduces gender differences (G2). The third teacher also does not understand sex education, but teachers feel it is important to teach it to children since there is a lot of news about sexual harassment (G3).
Kindergarten has not taught sex education to the maximum	Teachers have not taught sex education in detail; teachers only introduce body parts to children and which parts of the body can be seen or not (G1). So far, teachers have only introduced modesty limits to children, and the school curriculum has not yet included a specific theme about sex education (G2). The teacher has not taught sex education specifically, but the teacher only introduces the types of gender, the limits of modesty, and how to dress (G2).
No facilities from the school	The school has never held training or seminars related to sex education at school. (G2) The school never facilitates teachers in training or seminars on sex education, but the school regularly conducts parenting seminars and seminars on child development issues. (G2) Currently, teachers have not received facilities from schools regarding sex education knowledge. (G3)

There is no sex education module yet Teachers only introduce sex education to children through existing media, such as dolls and pictures. (G1). There is no special media about sex education. (G2). The teachers have never used modules or special books on the sex education of preschool children. (G3)

The findings above demonstrated that many factors require schools to have guidance on introducing sex education in preschool children since teachers do not yet have an optimal understanding of sex education. Therefore, the researcher decided to do a document analysis to strengthen the results of the preschool sex education module in Aceh, as summarized in Table 3 below;

Table 3

Document Analysis Findings

Documentation	Assessment
Reference Materials	Magazine Cutting Magazine Colouring
Lesson Plans	"Yourself" Theme 1. Gender 2. Body Parts 3. Limits of private parts
Teaching Materials	Dolls Pictures

The results from Table 3 indicate that IK Nurul Quran preschools do not have learning media for introducing sex education. For reference materials, the school only uses cutting and pasting magazines and coloring magazines. On the curriculum side, there is no specific theme to introduce sex education. Next, the teacher's lesson plan only includes introducing sex education about gender differences and how to dress politely according to the theme of "Yourself." At the same time, the learning materials used by the teacher are only dolls and pictures.

Design

In the design stage, the researcher explains how to achieve the general teaching objectives set in the analysis stage. After identifying the general teaching goals and analyzing the children's data, more specific learning goals must be constructed to explain the researcher's expectations of the student's knowledge and abilities in more detail. Among the elements of this level are introduction, concept, objective, implementation guide, activity, and reinforcement (Dista, 2020). The findings of this phase become input for the third stage, which is development.

The study design is carried out by providing material aspects used as content material for the sex education module. A selection of module development materials focused on five- to six-year-olds, including gender identification, self-care, toilet training, and different types of touch. The design of sex education module was designed using an A4 size PowerPoint application. The typeface used varies according to the suitability of writing the module. The following are the materials the researcher has prepared based on information that refers to the results of the needs analysis performed at the previous stage.

Table 4

Content of Materials on Sex Education Module for Preschool Children

Main Component	Material
Introduction	Overview of sex education and module development
Concept	<ol style="list-style-type: none"> 1. What is sex? 2. What level of sex education? 3. Why sex is important? 4. Purpose of sex education 5. Cooperation between parents and teachers
Objective	<ol style="list-style-type: none"> 1. Distinguish between male and female genders 2. Knowing how to take care of yourself 3. Able to do toilet training correctly 4. Able to tell parents and teachers when feeling uncomfortable
Implementation Guide	Steps to be followed by teachers in using the module
Activity	<ol style="list-style-type: none"> 1. Watching video 2. Sing together
Reinforcement Games	Contains games, singing, and using hyperlinks on the menu <ol style="list-style-type: none"> 1. My Body 2. My clothes 3. Treat and take care of yourself 4. Toilet training

This design becomes the basis and facilitates the researcher in developing the preschool sex education module. All material on the module has been approved by expert members.

Development

Next is the development stage (Development), which is the stage where module development is carried out. This development is based on the results of the needs analysis data that the researcher has conducted. In the previous stage, the researcher referred to the discussion that has been compiled in the form of a table containing the information reviewed in the sex education module. Next, it was developed by the researcher to material efficiency in the sex education module.

Once the module is completed, the module is given to 3 experts to be evaluated in terms of learning and teaching content as well as module design to be improved. The following is a recapitulation of validating the Sex Education Module for Preschool Children in Aceh.

Table 5

Findings of Expert Evaluation of Sex Education Module

Evaluations Indicators	Results		
	Expert A	Expert B	Expert C
Interesting cover design	5	5	5
Typing layout setting	5	5	5
Consistent use of hyphens, headings, and content writing	5	4	5
Clear writing	5	5	5
The right way to deliver the material	5	5	5
Adaptation of the module to the learning objective	5	5	5
Adaptability of the module to the child's character	5	5	5
Compatibility of modules with learning resources	5	5	4
The link and video of the song match the material	5	4	5
Clear material display	5	5	5
The activities given are clear	5	5	5
The materials provided are appropriate for the child's developmental level	5	5	5
The material presented is relevant to the daily life of children	5	5	5
Compatibility of language with method	5	5	5
Appropriate use of Indonesian	5	5	5
Animated videos facilitate the delivery of learning	5	5	5
The display of the contents of each title is clear	5	4	5
The degree of compatibility between the image and the material	5	5	5
Interesting reinforcement for children	5	5	5
The module can make it easier for teachers to introduce sex education	5	5	5
The module can improve children's understanding of sex education	5	5	5
Modules can be used repeatedly	5	5	5

Tucman and Waheed's formula (1981) was used as a basis to calculate the content validity of expert A, expert B, and expert C modules.

$$\text{Result} = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100\%$$

According to Tuckman and Waheed (1981), the achievement of 70% reached a high level. The following are the results of achieving validity of module content based on expert A, expert B, and expert C based on the Tucman and Waheed formula.

Expert	Result
Expert A	100%
Expert B	99%
Expert C	97%
Total	98%

The average content validity of expert modules A, B, and C reached 98%. It can be concluded that the content validity of the Preschool Child Sex Education Module has reached a high level of achievement as it exceeds 70%.

Implementation

The implementation stage refers to the effective and efficient delivery in the classroom. Usually, if the planning is good in the Analysis, Design, and Development stage, then in the implementation stage, the sex education module runs smoothly and can motivate children. On the other hand, implementing sex education modules is not successful when children do not understand, are not enthusiastic, and are not involved in the learning process (Isa & Juppri Bacotang, 2016). This lack of success can also be perceived in the way teachers deliver sex learning materials to preschool children in the classroom.

At this stage, module improvements are made based on expert feedback. The module was given to the early childhood education teacher IK Nurul Quran to be used in the learning session to observe the usability of the sex education module. During the teaching process, teachers play an important role in conducting learning, especially introducing sex education to preschool children.

Evaluation

After the teacher implements the module in class, the next phase is the evaluation phase. The sex education module that has been developed needs to be evaluated for its usability to know the quality of the media that has been produced. In this phase, the researcher used three techniques to evaluate the usability of the module, namely checklists, questionnaires, and interviews.

Table 6
Module Usability Checklist Findings

Indicators	Observational Value	
	Yes	No
Teachers are able to explain gender differences well to children.	√	
The teacher is able to tell and provide information about the characteristics and functions of the body.	√	
Teachers are able to explain how to protect themselves from attempted sexual violence against children.	√	
The teacher explains toilet training in a sequence that is easy for children to understand	√	
The teacher is able to apply the module well.	√	

Based on the table above, it was discovered that teachers are able to apply the module well in class, as well as being able to fully explain the five items of the module content checklist to preschool children. This module has been evaluated by three teachers who teach in class B, a group of children aged 5 to 6 years, and it was discovered that 100% of the teachers could apply the module to the maximum.

Next, the researcher also administered a questionnaire to 12 early childhood teachers of IK Nurul Quran who had been involved in implementing the module tested in the school for two weeks. The following are the results of evaluating the usability of the module using the questionnaire method.

Table 7
Module Usability Survey Findings

Aspect	Indicators	Percentage
Presenter Design	Interesting menu to use	100%
	The visual display helps the teacher understand the material	100%
	The design is attractive and interactive, so it is easy to use	98%
	Instructions for use are clear	100%
	There are clear guidelines	98%
Content	Clear text and pictures	96%
	Helping preschool children understand sexual education	96%
	The learning topic is clear	100%
	Materials suitable for target users (teachers)	100%
	Complete discussion thread	100%
	Compatibility between the material and the teacher's needs	98%
Media Effect	The module can support teachers' understanding of sex education	98%
	Teachers and children love the applied modules	100%
	The module appeals to teachers and children	98%
	Medul is able to increase the motivation of teachers in learning sex education for preschool children	100%

Next, the researcher added the average total from the teacher's evaluation based on the formula of Tuckman and Waheed (1981), as stated in the previous figure.

$$\frac{100+100+98+100+98+96+96+100+100+100+98+95+100+98+100}{15} = 98\%$$

From the results of the addition above, it was discovered that the usability of the Sex Education Module for Preschool Children in Aceh discovered an average of 98% up to the "Very Eligible" category to be used as a learning media in the introduction of sex education for preschool children.

Next, to strengthen the findings of the study, the researcher conducted an interview with the early childhood teacher IK Nurul Quran. The interview results suggest that the sex education module is suitable to be applied at school or at home as a learning medium.

"For me, the applied module is very suitable as a learning medium, good design, interesting framework, and the use of language that makes it easier for me as a teacher to introduce sex education. The module is also equipped with interesting pictures and colors that make children interested in learning about sex education."

(G01)

"In my opinion, this module is very suitable to be applied in schools. The language used makes it easier for teachers and children in the learning process. Next, the module is also equipped with various songs to attract children's interest

(G02)

"This module is very suitable for children's development, an interesting module, language that is easy for children to understand, especially using animation with movement, and equipped with colorful pictures. Teachers only need to use this module, and children can immediately enjoy it. So, the teacher no longer needs to look for other reading materials because all the explanations are already in the module."

(G03)

It can be concluded that the usability of the Sex Education Module for Preschool Children in Aceh reaches 98% with the "Very Worthy" category since the module can help teachers in revealing sex education and is liked by children. With the result of the module using the ADDIE model, the three research questions in this study were answered.

Discussion

Some past studies have also discussed the need to develop sex education modules for preschool children, such as studies conducted by (Shariza, 2017; Dista, 2020; Irhamna, 2018 and Ismiulya 2022). Previous studies discovered various issues about sex education until they stated that teachers and parents need a sex education module. This is also supported by a study (Masnan & Radzi, 2016), which states that preschool teachers need to prepare sufficient pedagogical knowledge and skills to achieve the goals of teacher standards that are in line with national education goals.

This problem implies that children need to be introduced to the limitations of relationships. Children need to know that private parts of the body cannot be seen or touched by anyone

except themselves (Putu et al., 2020). Knowledge of the boundaries of private parts and parts of the body can prevent children from sexual violence.

The findings of the study demonstrated that schools need modules or teaching aids due to the occurrence of sexual behaviour among preschool children. Among the sexual behaviors targeted are undressing in public and holding one's privates. If referred to as the developmental stage by Freud, this behaviour is due to the desire to satisfy pleasure in a certain area. Children aged 3 to 6 years experience the phallic phase. At this stage, children enjoy playing with their own genitals since their bodily functions give them satisfaction. Freud's Theory of Development states that things like this are normal in the developmental process.

This study uses a qualitative approach with a case study type to develop a sex education module for preschool children in Aceh. This module was developed using the ADDIE model, which covers analysis, design, development, implementation, and evaluation. This model aligns with the approach model carried out by (Juppri, 2019; Nisha, 2012; Dista, 2020; & Shariza, 2017).

The development of a sex education module can be implemented as a teaching tool for children aged 5 to 6 years and, at the same time, can support children's learning activities in the introduction of sex education that includes gender differences, how to protect yourself, which parts of the body can be seen and which cannot be seen, toilet training, and tactile types. Moreover, the findings of this study suggest that the preschool sex education module obtained a value of 98% and is in the category of "Very worthy" to be implemented in schools and suitable to be used as a teaching aid to reveal sex education that is fun and easy for children to understand. Through the development of this module, it is hoped that it will make it easier for teachers to introduce sex education and can improve children's understanding of self-care.

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