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ABSTRACT

Purpose – This study aims to develop a pop-up book as an educational medium to introduce sexual education concepts appropriately to children aged 5–6 years, in order to support their understanding of body awareness, personal boundaries, and safe behavior from an early age.

Design/methods/approach – This research employed a Research and Development (R&D) approach utilizing the 4D model (Define, Design, Develop, and Disseminate) proposed by Thiagarajan, et al., though the study was limited to the development phase. Primary data were collected through expert validation and practitioner feedback using structured validity and practicality instruments. The validity instrument assessed three domains: graphic design feasibility, content relevance, and media suitability. The practicality instrument evaluated media usability from the perspectives of content clarity and instructional effectiveness.

Findings – The developed pop-up book media obtained a validity score of 76.33%, indicating a valid category, and a practicality score of 81.33%, indicating a highly practical category. These results confirm that the media is both pedagogically sound and feasible for implementation in early childhood learning contexts, particularly for delivering sensitive topics such as sexual education in a developmentally appropriate and engaging manner.

Research implications/Limitations – This study is limited to the development phase; thus, future research is recommended to explore the effectiveness of the pop-up book in improving children's knowledge, attitudes, and protective behaviors related to sexual education through experimental or longitudinal studies.

Originality/value – This study presents an innovative, developmentally appropriate approach to introducing sexual education through pop-up book media, offering a practical solution for early childhood educators to address sensitive topics in an engaging and culturally respectful manner.

 OPEN ACCESS

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KEYWORDS

3-5 Keywords,
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with a Coma (,)

INTRODUCTION

The introduction should outline the aims of your paper and describe why the topic is important and what it contributes to the body of knowledge. You should also provide background to the research project, highlight the structure of the paper, and explain what made you decide to research this topic/write the article. Provide broad definitions and discussions of the topic and incorporate views of others (literature review) into the discussion to support, refute, or demonstrate your position on the topic. Please highlight controversial and diverging hypotheses when necessary. Finally, we briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research.

METHODS

This section describes how the research was conducted. The primary materials of this section are (1) research design; (2) population and sample (target of research); (3) data collection techniques and instrument development; (4) and data analysis techniques. For research using tools and materials, it is necessary to write down the specifications of the tools and materials. The tool specifications describe the sophistication of the tools used, while the material specifications describe the types of materials used. Qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who helped during the research and ways to explore research data, location and duration of research as well as descriptions of checking the validity of research results.

RESULTS AND DISCUSSION

Result

The purpose of the Results and Discussion is to state your findings and make interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the paper and usually requires several writing attempts. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction. To make your message clear, the discussion should be kept as short as possible while clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and directly relevant issues. Care must be taken to provide commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message.

Tips: 1) State the Major Findings of the Study; 2) Explain the Meaning of the Findings and Why the Findings Are Important; 3) Support the answers with the results. Explain how your results relate to expectations and to the literature, clearly stating why they are acceptable and how they are consistent or fit in with previously published knowledge on

the topic; 4) Relate the Findings to Those of Similar Studies; 5) Consider Alternative Explanations of the Findings; 6) Implications of the study; 7) Acknowledge the Study's Limitations,

It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results does not go beyond what is supported by the data. The data are the data: nothing more, nothing less. Please avoid and makeover interpretation of the results, unwarranted speculation, inflating the importance of the findings, tangential issues or over-emphasize the impact of your research.

All figures and tables should be cited in the main text as Figure 1, Table 1, etc.

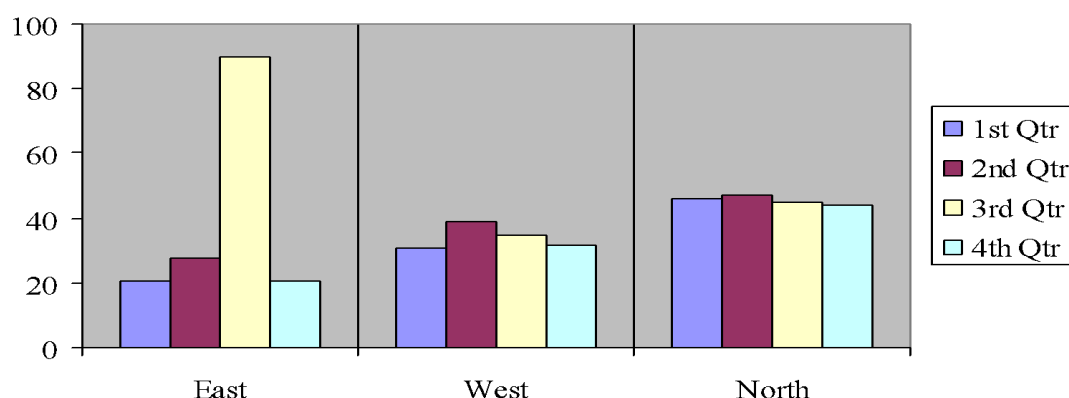


Figure 1. Title of Figure

Table 1. This is a table. Tables should be placed in the main text near the first time they are cited.

Title 1	Title 2	Title 3
entry 1	data	data
entry 2	data	data ¹

Discussion

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

CONCLUSION

The conclusion should summarise the main state of play at the point of writing and consider the next steps. Summarise and conclude, restating the main argument and presenting key conclusions and recommendations—state how your findings/new framework can be applied in practice. Explain what the implications are for further research.

ACKNOWLEDGEMENT

This is a short text to acknowledge the contributions of specific colleagues, institutions, or agencies that aided the efforts of the authors.

REFERENCES

References should relate only to the material you cited within your article (this is not a bibliography). References should be in APA Style 7th Edition and listed in alphabetical order. Please do not include any abbreviations. Any additional references should be included in an Additional Reading section. A minimum of 25 references should be used, with a preference for primary sources (scientific journals). For assistance please use management reference (Mendeley or Zotero) and utilize the format of American Psychological Association 7th Edition. If possible, please provide the retrieved link for each reference.

Article in a print journal:

Umar, U., Hendra, H., & Yusoof, M. H. B. (2019). Building Children's Character: Ethnographic Study of Maja Labo Dahu Culture at Bima Community. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 4(2), 182-201.

Article in an online journal:

Umar, U., Hendra, H., & Yusoof, M. H. B. (2019). Building Children's Character: Ethnographic Study of Maja Labo Dahu Culture at Bima Community. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 4(2), 182-201. <https://doi.org/10.25217/ji.v4i2.582>

Article or chapter in a book:

Hambleton, R. K. (2005). Issues, designs and technical guidelines for adapting tests into multiple languages and cultures. In *Adapting educational and psychological tests for cross-cultural assessment* (pp. 3-38). Mahwah, NJ, US: Erlbaum.

Book:

Baron, R. A. (1977). *Human Aggression*. Boston, MA: Springer US.

Theses and Dissertations:

Sari, A. N. (2020). Penerapan Media Visual Untuk Pembelajaran Berhitung Pemula di RA Bustanu Usysyaqil Qur'an Sidodadi Kecamatan Sekampung Kabupaten Lampung Timur [Institut Agama Islam Negeri (IAIN) Metro Lampung]. <https://repository.metrouniv.ac.id/id/eprint/6622/1/SKRIPSI.pdf>.

Revina, S. (2017). Influence of Culture on the Adaptation of Realistic Mathematics Education in Indonesia [University of Hong Kong]. https://www.fisme.science.uu.nl/en/impome/PhD/PhDthesis_ShintiaRevina.pdf