
DEVELOPMENT OF POSTEX MEDIA IN CHILDREN'S MORAL VALUE EDUCATION FOR PARENT'S OF GRUP B AT DIPONEGORO KINDERGARTEN DAMPIT-MALANG

Nikmahtul Khoir Tri Yulia^{1*}, Risa Syafa Adila Setyowandari²

Al-Qolam University of Malang, Indonesian

nikmahtul93@alqolam.ac.id, risasyafa@gmail.com

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ABSTRACT

***Abstract:** The development of postex media focuses on providing information on children's moral value education to parents about basic sex knowledge. The research was conducted to describe the form of media, materials and results of post-ex media development in children's moral value education for parents. The research method uses the R&D method, which is a research process used to produce certain products and test the effectiveness of these products. Posttext visual media designed by combining themes, images and colors from the Canva application. The concept of posttext material has been designed by analyzing social problems. Not about sexuality, the posttext will provide basic information about sexual knowledge to strengthen children's attitudes and behavior aimed at parents. Media expert eligibility test 91.25%. 95% material feasibility test. Meanwhile, small group trial results were 85.49% and large group trial results were 85.14%. The results conclude that the use of posttext can be packaged in social media and print. Moral education is the initial foundation for children to recognize self-limitations, an open attitude to protect children as they grow. To be able to carry out early prevention and protection through techniques including communication, treatment (self-rules and limits), and action towards children from an early age.*

Abstrak: Pengembangan media posttext berfokus pada penyediaan informasi tentang pendidikan nilai moral anak kepada orang tua mengenai pengetahuan dasar tentang seks. Penelitian ini dilakukan untuk mendeskripsikan bentuk media, materi, dan hasil pengembangan media posttext dalam pendidikan nilai moral anak untuk orang tua. Metode penelitian menggunakan metode R&D, yaitu proses penelitian yang digunakan untuk menghasilkan produk tertentu dan menguji efektivitas produk tersebut. Media visual posttext dirancang dengan menggabungkan tema, gambar, dan warna dari aplikasi Canva. Konsep materi posttext dirancang dengan menganalisis masalah sosial. Bukan tentang seksualitas, posttext akan memberikan informasi dasar tentang pengetahuan seksual untuk memperkuat sikap dan perilaku anak yang ditujukan kepada orang tua. Uji kelayakan ahli media 91,25%. Uji kelayakan materi 95%. Sementara itu, hasil uji coba kelompok kecil adalah 85,49% dan hasil uji coba kelompok besar adalah 85,14%. Hasil penelitian menyimpulkan bahwa penggunaan posttext dapat dikemas dalam media sosial dan cetak. Pendidikan moral merupakan fondasi awal bagi anak untuk mengenali keterbatasan diri, sikap terbuka untuk melindungi anak saat mereka tumbuh. Untuk dapat melaksanakan pencegahan dan perlindungan dini melalui teknik-teknik termasuk komunikasi, perawatan (aturan dan batasan diri), dan tindakan terhadap anak sejak usia dini.

INTRODUCTION

Early childhood of education is a development effort aimed at children aged 0-6 years, where this age range is considered a critical period in shaping a child's personality and character (Darsih, 2022). The first and foremost education is education that comes from the family environment. The atmosphere and all forms of habits, words, and actions received by children in the family will influence the formation of attitudes and behavior in children. The formation of attitudes and behavior is closely related to the education of moral values that children receive. Moral education according to Daradjat and Fitri (in Abidin, 2021) is the growth of values or guidelines for achieving optimal moral behavior, and can behave well and be able to distinguish between good and bad behavior that allows for a harmonious life in society. In addition, the family environment is also responsible for controlling every stage of a child's growth and development in dealing with various social problems that often arise in children's lives such as bullying, verbal abuse, and sexual abuse. Education in the family environment is expected to be able to provide a strong educational foundation, so that children do not experience these social problems either as perpetrators or as victims.

One social issue that can significantly impact changes in children's attitudes and behavior is sexual harassment, efforts to prevent child sexual harassment include strengthening moral education for children, including basic sexual knowledge for parents (Aisyah, & Insani.,2023). This strengthening is carried out by providing parents with insight into the importance of providing basic sexual knowledge to children from an early age and that introducing it is not taboo. The lack of parental knowledge and understanding regarding sex education for children makes parents unsure how to convey it appropriately. Yet, the role of parents has a significant impact on children's psychological development and moral values related to sex education. According to Sari and Fatmawati (in Karima et al., 2022), the significant influence of parents is due to the nature of children's moral development, which for the most part does not occur instantly but develops gradually. Not providing basic sexual knowledge will impact children's moral development, especially in attitudes and personality, which can easily lead to children imitating impolite behavior.

The millennial generation is experiencing development and growth in the modern era, both in physical aspects, mindset, character, morals, sophistication, and creativity in line with technological advances (Fuadia.,2022). The lack of parental filters and supervision in dealing with technological advances can impact moral values, especially in children's attitudes and behavior. The problem of declining moral values in children is caused by a lack of habituation to good behavior in children's lives, an unsupportive environment around children, and children's curiosity. Children who experience declining moral values can be seen in their speech and behavior, which is indicated by difficulty complying with existing norms or rules in society. Basically, children will tend to imitate and apply what they see, without considering the good or bad of the actions they imitate (Wulandari. et al., 2021). This decline in moral values will lead to an increase in acts of harassment, both verbal, psychological, and physical, in the community.

This suggests that basic sexual information is not unnecessary. Children with limited knowledge of sex are more likely to imitate what is shown on electronic media, such as imitating clothing styles or even adult scenes. In keeping with current developments, providing children with basic sexual information can be a first step in preventing sexual abuse. According to Bahransyaf and Yuniyanti (in Fallo and Sumarni, 2022), children who experience sexual violence are at increased risk of becoming perpetrators in the future. Regularly instilling sexual knowledge will shape children's attitudes and behaviors in a positive direction. The success of educational goals is inextricably linked to teaching methods and the use of learning media. The use of appropriate media and communicative delivery methods can influence listeners' interest and attention in the information presented. Learning media are any tools or means that can be used to convey messages or information within the context of the teaching and learning process, with the aim of sparking students' interest and passion in the learning material to achieve predetermined objectives (Faratika,dkk.,2024). The learning media produced as part of the researchers' efforts to provide moral values education will be presented in the form of a poster. The poster, specially designed by the researchers and titled "posteks," discusses basic knowledge about children's sex, aimed at parents.

A poster is a form of visual communication consisting of images and text that form illustrations with aesthetic value, and is designed to influence the attention of the viewer (Siregar & Nurjannah, 2022). The material presented in "Posteks" includes moral education about emerging societal issues, namely basic knowledge of sex, which includes an introduction to types of touch on the body, types of sexual violence, forms of emotional reactions of children when experiencing abuse, and how to prevent child sexual abuse directed at parents. A learning medium displayed must have the ability to reflect the function of recording, storing, preserving, and reconstructing an event or object. By providing information about basic sex knowledge for AUD, "Posteks" media is expected to be able to help parents provide reinforcement of moral education to children to avoid acts of sexual abuse that are currently widespread, both verbally, psychologically, and physically. Acts of sexual harassment consist of several types, including verbal, physical, and psychological (fantasy) sexual harassment. Verbal sexual harassment is harassment carried out through words, such as using comments related to sexuality and using comments intended to tease or catcall. Physical abuse involves intentionally touching a child's private body parts, such as the chest, buttocks, thighs, or genitals, that are not intended for others to touch. Psychological abuse, on the other hand, manifests as a child's fantasies or fantasies, stemming from inappropriate social media content or overly sexualized comments from adults.

A learning medium displayed must have the ability to reflect the function of recording, storing, preserving, and reconstructing an event or object (Arifudin, dkk.2021;Fathoni, dkk.,2023). The advantage of developing post-text media is that it contains information about issues that frequently arise in society, one of which is basic knowledge of sex. The information is presented using concise and easy-to-understand language, thus saving time when reading it. Creating post-text media is also easy and does not require a large cost. In addition to its visual display containing animated images with an attractive color combination, post-text can also be studied anywhere and

anytime because the format can be adjusted to the needs (Hasan,dkk.,2021). In addition to containing Society Issues, another innovation in developing post-text media is providing insight to readers, especially parents, so they are able to provide reinforcement of moral values education to children that refers to the formation of attitudes and behavior. By strengthening moral education, it is hoped that children will be able to demonstrate good personalities according to their gender, understand boundaries when interacting, and not easily imitate impolite behavior seen on television, social media, and the surrounding environment (Fitriana,dkk.,2022).

Moral education encompasses a broad scope, including basic sex education, which parents rarely provide for various reasons. Knowledge becomes less clear if delivered verbally, but using appropriate media can enhance learning experiences and outcomes (Faratika,dkk., 2024). Researchers will develop educational media with customized language and design to facilitate rapid and targeted understanding of the poster's meaning (Hanifah,dkk.,2023). The goal of this understanding is for parents to provide feedback to reinforce moral education in children about basic sex education, which influences the formation of attitudes and behaviors. Some steps that can be taken include instilling a culture of shame in children, encouraging them to always wear modest clothing, and providing an understanding of private and non-private body parts, along with the types of touch (Hidayat & Setyanto.,2020). This will prevent children from easily imitating negative sexual behavior often displayed on social media, or even becoming victims of sexual harassment.

It turns out that many parents still haven't introduced basic sex education to their children. The reasons parents give for not providing basic sex education early on vary, including the belief that sex education is taboo. Furthermore, parents also argue that they never received such knowledge as children, leading them to adopt the same approach (Bening,dkk.,2022). This is reinforced by findings from the field that nine out of forty-two children frequently exhibit inappropriate behavior. Four of them were seen intentionally or unintentionally touching their friends' chests or buttocks while playing together, and the rest frequently demonstrated inappropriate gestures they saw on social media. This lack of parental knowledge and understanding regarding sex education for children leaves them unsure how to convey it appropriately. Yet, parents' role has a significant impact on a child's psychological development and moral values related to sex education. Not providing basic sex education will impact a child's moral development, particularly in attitudes and personality, which can lead to children easily imitating inappropriate behavior. This can be a solution: introducing and providing information about basic sex education is not unnecessary. In line with current developments, providing information about basic sexual knowledge to children can be an initial step in an effort to prevent sexual abuse among children.

According to Daradjat and Fitri (in Abidin, 2021), moral education is the development of values or guidelines for achieving optimal moral behavior, fostering good behavior, and distinguishing between good and bad behavior, enabling a harmonious life in society. The learning process involves aspects of attitude and personality. Therefore, it focuses not only on developing

intellectual capacity but also on shaping children's attitudes and behavior. Attitude is a reaction to an event, while behavior is an action that arises from that event. The problem of declining moral values in children is caused by a lack of habituation to good behavior in their lives, an unsupportive environment, and a child's curiosity. Children experiencing declining moral values can be seen in their speech and behavior, as evidenced by difficulty complying with societal norms and rules. This decline in moral values leads to an increase in verbal, psychological, and physical harassment in the community. Verbal, psychological, and physical harassment are related to various types of basic sexual knowledge. Touching covered body parts such as the buttocks, chest, or genitals is a type of physical harassment often experienced by children. Children are often unknowingly subjected to sexual abuse through sexually suggestive language, which can lead to unhealthy fantasies about what they hear (Dahlia,dkk.,2022). The lack of evidence of abuse and feelings of shame prevent children from reporting the incidents to their parents. This is because children lack the knowledge and understanding of how to treat their own body parts in detail.

Parents are expected to be able to provide basic sexual knowledge according to their child's development. The goal is for children to be able to protect themselves from sexual crimes that will have a negative impact on both their morals and psyche. According to Bahransyaf and Yuniyanti (in Fallo and Sumarni, 2020), children who experience sexual violence tend to have negative risks such as the possibility of them becoming perpetrators in the future. By regularly instilling sexual knowledge will shape children's attitudes and behavior in a positive direction. In line with this, a previous study entitled "Stimulating Early Childhood Reading with Poster Media," they concluded that the use of posters is effective as a medium to stimulate speaking skills. The research conducted aims to describe the development of visual media post-texts in children's moral education for parents, as well as describe the learning process of moral education through the development of visual media post-texts, and describe the results of the development of media post-texts in children's moral education for parents of group B at Diponegoro Dampit Kindergarten.

RESEARCH METHODOLOGY

The research method used in this study is the research and development method, commonly known as research & development (R&D). According to Sugiyono (in Okpatrioka, 2023), research & development (R&D) is a research method used to produce a specific product and test its effectiveness. The research approach used in the research & development (R&D) method uses a qualitative approach to analyze the questionnaire results and a quantitative approach to measure the effectiveness of the "Posteks" product being developed, with two test groups: a small group test and a large group test at at Diponegoro Kindergarten Dampit-Malang with 42 sampling as respondents, divided into small group trials of 12 respondents and large group trials of 30 respondents. The difference between respondents lies in their ability to understand real-life situations and their experiences. Therefore, the material presented by the researchers impacts responsiveness, caring, and the ability to analyze and predict situations that are detrimental to a child's long-term development. This demonstrates parents' awareness of the need to always protect their children.

The assessment aspects carried out in product trials related to moral value education are focused on five assessment indicators, including understanding basic sex knowledge, understanding basic sex knowledge from a personality perspective, understanding basic sex knowledge from a behavioral perspective, feedback and efforts to prevent sexual harassment behavior. The research and development procedures carried out include (Octaviana et al., 2022); (1) preliminary studies, namely conducting classroom observations, unstructured interviews with teachers and parents to analyze problems and needs. (2) Learning analysis, by obtaining problems in the preliminary study at this stage, the concept of the material to be presented is determined. (3) Learning analysis and development context, there are several steps taken, namely determining learning objectives carried out by analyzing indicators, determining the type of product to be developed according to topic development, developing assessment instruments to test product feasibility to material experts and media experts for validation, compiling steps for using the media to be developed. (4) Product development to formulate specific objectives is carried out in several steps, namely selecting the material to be presented, compiling product mockups, developing products that have been designed in the form of visual media post-texts on children's moral value education for parents / guardians of students. (5) Development of assessment instruments for product validation, the assessment instruments that have been prepared will then be validated by material and media experts to determine the validity and effectiveness of the media developed. (6) Development of learning strategies by conducting limited trials. (7) Conducting revisions after limited trials. (8) The final result is the development of post-text media in moral value education for parents of group B.

RESULTS AND DISCUSSION

Posteks stands for basic sex knowledge poster, a visual-based learning medium that discusses one of the problems that often arise in society. The material presented in the posteks discusses basic sex knowledge for AUD and is intended for parents. To make it look attractive, the posteks are designed by combining several elements using the Canva application. The design also presents illustrations of images and text to facilitate understanding for readers. The presentation of the concept that has been designed, includes design details on the first slide, combining the concept of images to explain that parents need to seek and understand basic sex knowledge information for children, this is illustrated by the presence of an icon of a child holding a magnifying glass and a cartoon image of a light bulb. The next image contains an image icon explaining that parents do not need to feel awkward in providing basic sex knowledge to children. The second slide, there is a colorful image with a display of children of different ages, the image explains that even though they already understand the basics of sex knowledge for children, parents still need to pay attention to the age stage when conveying it so that children can receive the knowledge appropriately.

The presents images combined with text to explain a child's emotional reactions when receiving bad treatment (sexual abuse). Such as images of a child running away, scared and crying, and images screaming for help. The design on this slide is combined with transparency images of a child experiencing fear when about to receive abuse and the child is able to tell his parents. The

fourth slide contains image items that describe the signs of sexual abuse that occur in children. Which is depicted with an image of a child being persuaded to accept a gift from a stranger, being teased with whistling and receiving inappropriate touch (touching on the buttocks). The last slide displays an image explaining that parents need to teach children about how to prevent sexual abuse, which is depicted with a child defecating directly into the toilet and parents giving direction.

The first topic discusses how to develop basic sexual knowledge in children. The type of knowledge parents can apply is to foster the belief that basic sexual knowledge is not taboo. Furthermore, parents must understand how to recognize the physical differences between boys and girls and how to provide general body protection. Once parents understand the basic sexual knowledge to be introduced, the method of delivery must be considered based on the child's age. The second topic explains activities tailored to age groups, from 0-2 years, 3-4 years, and 5-6 years, that can be taught to children. The third topic discusses changes in children's behavior and personality that arise when they experience sexual abuse. The goal is to help parents more easily recognize changes in their children's emotional reactions and analyze the nature of the problems they are experiencing. The fourth topic discusses the types of sexual abuse that frequently occur, both physical and non-physical. The goal is to help parents understand that even something that might be considered trivial can also be categorized as sexual abuse. The fifth material discusses several ways that parents can teach their children to avoid harassment, starting with teaching the simplest thing, namely getting used to dressing politely, to teaching children about how to protect themselves. Data analysis related to the suitability of the theme with media development aimed at media experts is based on four assessment indicator aspects: coloring and images, word or language use, graphics and design appearance. Meanwhile, in the data analysis of material expert indicators, there are six main aspects including learning composition, indicator breadth, content, feedback, and evaluation. The results of the validator development as a test of the feasibility of post-text media products are as follows:

Table 4.1 Validator Development Results

Component	Validator	
	Media Expert	Material Expert
Indicator	4	5
sub Indicator	20	25
TSEV	73	95
S-Max	80	100
Result (%)	91,25	95

Table 4.1 explains the details based on the indicator mapping that was carried out previously. The main components include the indicator aspects, sub-indicators, the resulting value (TSEV), the maximum value provided as a Likert scale assessment, and the final percentage results. The table explains that there are four indicator aspects for media experts and five for material experts. The comparison of sub-indicators that have been developed by researchers is as many as twenty media experts and twenty-five material experts. For the resulting value of seventy-three for media experts and ninety-five for material experts. The maximum value here is calculated

from the large value of the Likert scale, which is four. Then, it is adjusted to the number of indicators that have been provided by the media and material validators. The final percentage obtained is 91.25% on the media expert scale. Meanwhile, the percentage is 95% on the material expert scale. The graph of the development of the results obtained by the experts is shown in Figure 4.1, as follows:

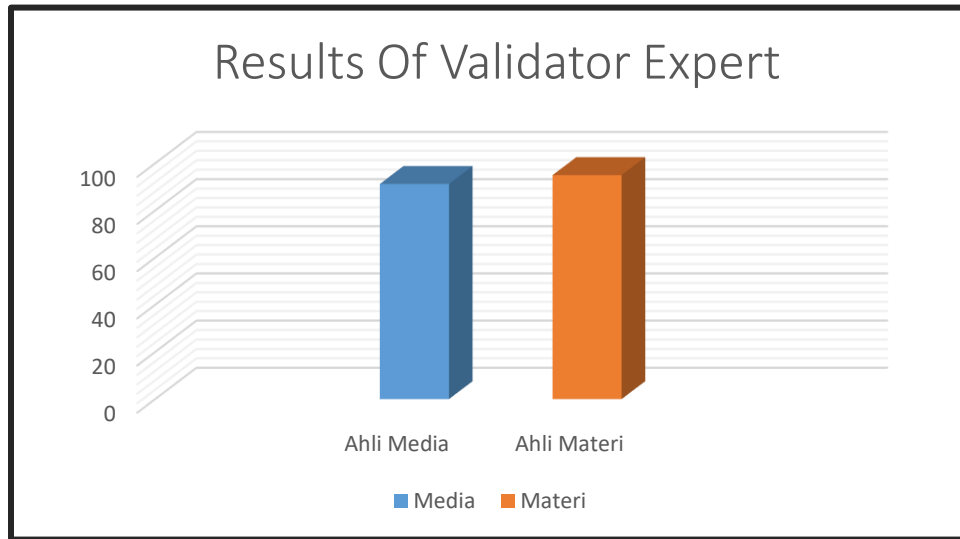


Figure 4.1 Results of Validator Expert

Based on Figure 4.1 above, the validation results of the first stage feasibility test conducted by media experts with a total of 4 indicators and 20 sub-indicators in the development of post-text visual media include the components of coloring (color) and images (draw), use of words or language (text layout), graphics (graphics), and design (interface). Based on the validity formula in the post-text visual media feasibility test, a percentage of 91.25% was obtained from the results of a value of 73 and a maximum result of 80. Also, the interpretation of the "valid" criteria can be concluded that the post-text media is suitable to be applied to the object targeted by the researcher. In addition, the data analysis process was carried out by material experts with data details covering 5 aspects of indicators with 25 sub-indicators that are in accordance with the mapping, indicators including learning composition, breadth of indicators, content, feedback and evaluation. Based on the validity formula in the material feasibility test in post-text visual media, a percentage of 95% was obtained from the results of a value of 95 and a maximum result of 100. Also, the interpretation of the "very valid" criteria can be concluded that the post-text material is in accordance with the composition of the image design, color and conceptual message. The material presented in the post-text was designed by analyzing the needs and problems of parents during field observations, analyzing indicators, and creating the media over the course of a year. The design of the material contained in each slide naturally has continuity with the next slide. This is to achieve the researcher's desired goal of conveying messages related to social issues currently affecting children to parents. It also has a positive impact on parents' ability to understand the social changes currently occurring. Rather than being about sexuality, the post-text will provide

basic information on sex knowledge to strengthen attitudes and recognize changes in children's behavior aimed at parents. The post-text media design that the researcher has provided is shown in Figure 4.2 below, which is a visual display of the post-text media:

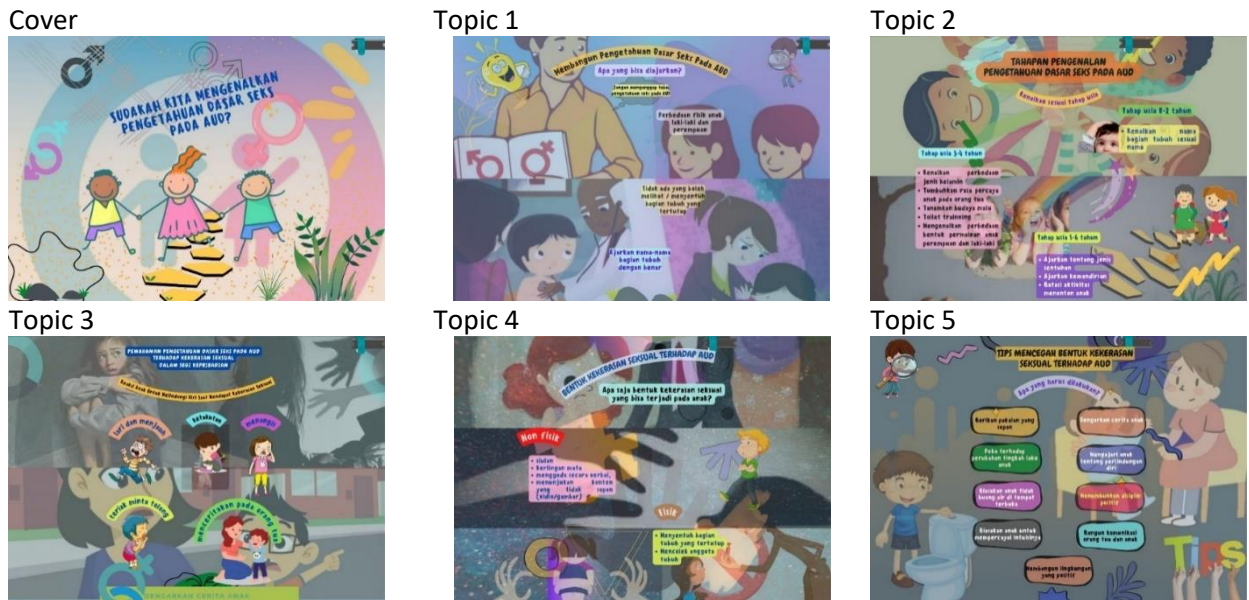


Figure 4.2 Post-text Media Design of Topic

Based on Figure 4.2, the researcher developed a material concept aligned with the image shape and color. To convey a message that is objectively visible, as on the cover, there is a title about whether we have introduced basic knowledge of sex to children. The researcher's goal is for parents to be able to introduce body parts that do not need to be touched. In addition, it is also important for parents to teach how to dress modestly, especially when near parents, for example at school or when playing with peers. Then, in the core material, there is a concept outlined in several conceptual sections, including a general overview of the basic knowledge of sex that can be introduced to children, explaining the stages of introducing basic knowledge of sex according to the child's age, identifying forms of emotional reactions that children may experience when they have experienced sexual abuse, providing information about forms of sexual violence that occur in children, and appealing to parents about preventative measures that need to be taken regarding social issues, namely sexuality. From the perspective of media experts, the form of the post-text media already has a good match between the components. Therefore, it is suitable for trial in two groups, namely a small group to frequency 12 respondents and a large group to frequency 30 respondents . The results of the small and large groups through product trials with parents of class B children are shown in Table 4.2, as follows:

Table 4.2 Results of Small (a) and Large Group (b) Trials on Mural Digital Product

The Indicator Components of Concept (Product)	Average of Indicator	
	(a)	(b)
Understanding Basic Sex Knowledge	77,7	75
Understanding Basic Knowledge of Sex from a Personality Perspective	80	83,6
Understanding Basic Knowledge of Sex from a Behavioral Perspective	91,8	91,8

The Indicator Components of Concept (Product)	Average of Indicator	
	(a)	(b)
Feedback of Responsive Aspect	92	88,8
Efforts to Prevent Sexual Harassment Behavior	86,7	86,6
Average of Percentage	85,49	85,14

Table 4.2 explains that in the group trial section, a small group consists of an analysis of 5 indicators with 30 sub-indicators with the intended object being the parents of class B children. From the calculations that have been done by the researcher from 12 respondents, 1231 results were achieved from a maximum value of 1440. The results of the small group trial percentage of 85.49% are included in the very valid category. Where, the results can be concluded that the ability of parents to understand the basic knowledge indicators of sexuality reaches the maximum value. It can be seen from the enthusiasm of parents towards social problems that are currently rife, so that some parents need prevention techniques so that they do not happen to their children. Meanwhile, in the large group, consisting of an analysis of 5 indicators with 30 sub-indicators and the same object, namely parents with a total of 30 respondents, reaching 3065 results from a maximum value of 3600. The results of the large group trial percentage of 85.14% are included in the very valid category. Where, the results can be concluded that the ability of parents to understand is very good regarding current social problems. It is crucial for parents to foster a sense of concern for current developments, especially changes in their children's behavioral reactions and attitudes. This way, parents understand what is happening to their children. A transparent attitude demonstrated by parents will help provide a sense of security for children as they grow closer to their environment until they reach adulthood. The results of small and large group trials using post-sex media to introduce basic sex education to children are shown in Table 4.2, as follows:

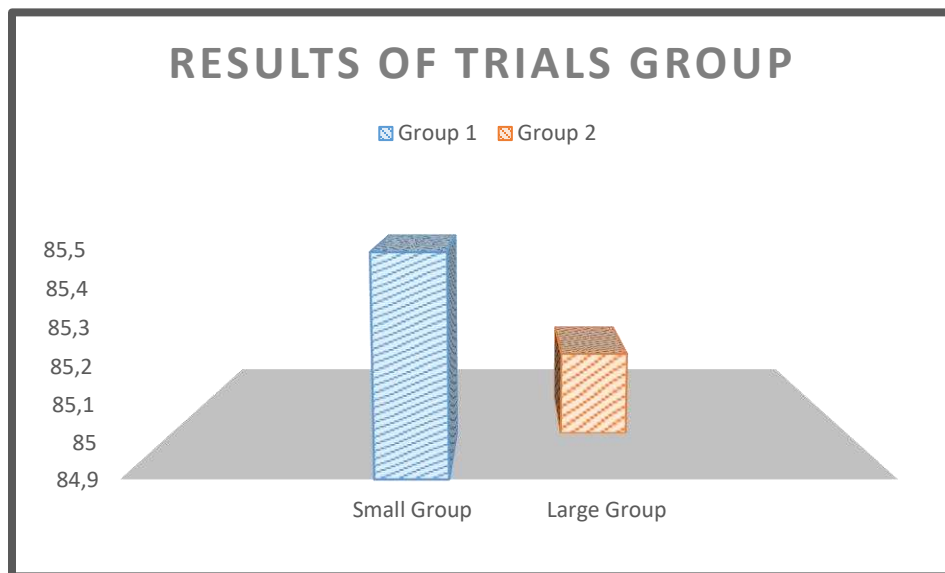


Figure 4.3 Results of Trials Group

Figure 4.3 shows a significant stability between 85.49% and 85.14%. The comparison reached 0.35%. This result was intended to assess the suitability of post-sex media for public use. Beyond its effectiveness, post-sex media offers compelling messages and concepts. It can serve as educational information for parents to recognize forms of abuse, changes in children's behavior, and early prevention methods. This social issue is deeply troubling for parents, as it relates to the development of children's moral education, which is crucial for establishing a strong family environment from an early age, enabling children to understand their own boundaries. This is where post-sex media plays a crucial role in providing age-appropriate basic sexual knowledge to strengthen children's attitudes and behaviors toward their parents. Based on the results of the test, it was found that parents' ability to understand the basics of sex from a behavioral perspective was more dominant than their ability to provide responses or feedback, their ability to provide treatment, their ability to understand the basics of sex from a personality perspective, and their ability to understand basic sexual knowledge. This is because parents unconsciously provide basic sex education to their children from an early age, even without paying attention to the appropriate stages. Overall, parents hope that the basic sex education provided will support their children's moral education. Because children acquire this knowledge at the appropriate stages, they are able to understand the concept of self-respect and how to protect themselves appropriately.

CONCLUSIONS AND SUGGESTIONS

The results of the data analysis that have been tested indicate the first conclusion: the media form developed in this study is a visual post-text media designed by combining themes, images, and colors from the Canva application. Each slide contains detailed images representing the indicators to be conveyed. The illustrations are accompanied by text to facilitate readers' understanding of the message. Second, the material presented in the post-text has been designed by analyzing the needs or problems of parents during field observations, analyzing indicators, and creating the media. The material certainly has conceptual continuity and has been adjusted to the indicators to be achieved. Rather than being about sexuality, the post-text will provide basic information on sex knowledge to strengthen children's attitudes and behaviors aimed at parents. Third, based on the feasibility test of post-text visual media, a percentage of 91.25% was obtained from the four assessment indicators and a score of 73 out of a total maximum score of 80. The feasibility test of the material on post-text visual media, a percentage of 95% was obtained from the five assessment indicators and a score of 95 out of a total maximum score of 100. Meanwhile, the results of the small group trial obtained a score of 1231 out of a total maximum score of 1440 with a score percentage of 85.49% and the results of the large group trial obtained a total score of 3065 out of a total maximum score of 3600 with a score percentage of 85.14%. It can be concluded that the use of post-text can be packaged in social media so that it is easy to learn as a form of parenting for parents. In terms of the results of the moral education trial, it is the initial foundation that parents need to provide to children. In order for children to have a full understanding of self-limitations, in addition there are supporting factors that parents need to provide, namely an open attitude to protect children during their growth. Suggestions on the role of post-text media can be in the form of print and can be accessed on social media to increase insight in examining current social problems. So that we can go through prevention and early protection through techniques including communication, treatment (rules and self-limits), and action on children from an early age.

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