

The Effect of Pretend Play Method on Sexuality Knowledge in Special Schools in Pekanbaru

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ABSTRACT : This study aims to empirically test the effect of the pretend play method on sexuality knowledge in children with mild intellectual disabilities by controlling the variables of age, concentration and verbal ability in special schools (SLB). This study is a quantitative study with an experimental approach. The design to obtain accurate experimental results in the study is carried out by controlling the variables. The control variables in this study are: age, concentration and verbal ability. The experimental design in this study is: pretest and posttest control group design. The population used by researchers in this study were all Intellectual Disability students with characteristics of Mild Intellectual Disability (Mild Intellectual Disability), aged 11-14 years. The research sample to be studied in this study was 60 children with mild intellectual disabilities. 30 people in the Experimental group and 30 people in the control group. This study used the Stratified Random Sampling technique. Data collection methods in this study are: Modules and test methods. The results showed that the pretend play method has a positive relationship to increasing sexuality knowledge in children with mild intellectual disabilities. The pretend play method is effective for teaching sex education to early childhood. There is an increase in early childhood understanding of sex through the Pretend Play method. Pretend Play is also used for abnormal or special needs children.

KEYWORDS -Pretend Play, mild intellectual disability, sexuality, verbal ability

I. INTRODUCTION

Children with special needs, also known as children with disabilities, are children who have limitations/disorders or disabilities in one or more physiological aspects such as blind, mute and deaf children or limitations in psychological aspects such as autism, ADHD and intellectual disability (ID) (Desiningrum, 2016). Children with intellectual disabilities are children with below average intellectual function and are less skilled in living their daily lives. In the DSM-5, children with ID are children who have an IQ of approximately two standard deviations or more below the population average, equal to an IQ score of around 70 or below, with deficits or disorders in adaptive skills (She, 2012).

Compared to normal children of the same age, children with ID are very vulnerable to violent behavior, such as verbal violence, physical violence and sexual violence. This is because children with ID have physical, mental, intellectual limitations and protect themselves from violent treatment. Therefore, children with ID need to get protection from those around them, namely parents, the school environment and the community. Several research results have found that sexual violence against children does not only occur in Indonesia but in almost all countries. In North America, for example, 15% - 25% of women and 5% - 15% of men who experienced sexual abuse as children. Most perpetrators of sexual violence are people known to them; about 30% are family members of the child, most often a brother, father, uncle, or cousin; about 60% are other acquaintances such as family friends, caregivers, or neighbors, strangers. About 10% are cases of child sexual abuse. Most sexual violence against children is committed by men. Research results show that 14% - 40% of cases are committed by women against boys and 60% of cases of sexual violence are committed by men against women (Wahyuni, 2016). UNICEF states that 1 in 10 children in the world experience violence, especially women. Recent estimates indicate that 1 in 9 girls and 1 in 53 boys under 18 years of age experience child sexual abuse.

Various methods have been used to improve sexuality knowledge in children with special needs, one of which is the pretend play method. Pretend play is a form of play that contains elements of pretending, but it is not the same as role-playing where the emphasis is more on the role played. In pretend play there are rules and emphasis on the equipment used. Vyshedskiy, A., & Khokhlovich, E. (2022) stated that in this game children are given the opportunity to give meaning to objects and behavior so that children can interpret the symbols played and shown.

Pretend play is different from role-playing because in pretend play there are a number of rules and more emphasis on the use of equipment in playing. If in role-playing there is more emphasis on the role played, while in pretend play there is more on the equipment used as well as elements of pretending in the game (Suminar, 2009). In some forms of pretend play, the person can even construct pretend events and/or situations, assign different perspectives to pretend creatures, create dialogues, and act out imaginary stories with real or imaginary characters (Kızıldere et al, 2020).

According to Russ (2014) the pretend play method includes cognitive and affective aspects. The cognitive aspect consists of: (1) Organization, namely: the narrative of the story that occurs in the game. (2) Fantasy and make believe, namely stories and events that are made up and different from real life. (3) Symbolism, namely stories by changing objects, for example, Lego blocks, clay, dolls) which are representations of other objects, for example. blocks into milk bottles, Lego blocks into bears, dolls into humans). (4) Divergent thinking, namely producing various ideas, story themes, object transformations and symbols in pretend play. Recombining of objects, images, and story events (combining objects, images and events).

The affective aspect consists of: (1) Expression of emotion, namely children express various emotions in pretend play. (2) Expression of affect-laden themes or symbols, namely images and content themes in the game that have meaning. (3) Experiencing pleasure and joy in play itself is an affective process, namely children experience pleasure and joy in pretend play, (4) Emotion regulation and modulation of affect, namely the ability to restrain and modulate positive and negative influences. These aspects in pretend play are stated in The Affect in Play Scale which is one of the few reliable and standardized measurements of pretend play. The pretend play method in this study is an independent variable or treatment variable. The urgency of this study can be described that children with intellectual disabilities lack knowledge of sexuality, while this is important so that they can avoid exploitation and sexual violence. Sex education learning in several schools encountered, the presentation is still abstract and uses the lecture method. This is not in accordance with the abilities of children with intellectual disabilities who are unable to think abstractly, so an appropriate method is needed.

II. THEORETICAL FRAMEWORK AND HYPOTHESIS

Sexuality knowledge is important for children with intellectual disabilities (ID), so that they can avoid sexual violence. One of the causes of the vulnerability of children with special needs, especially children with ID, to sexual violence is their lack of knowledge about sexuality (Wissink et al, 2015). Knowledge about sexuality in mentally retarded adolescents can prevent and help them avoid sexual exploitation and unwanted pregnancies. In addition, by getting the right and correct information about sexuality, they can also have the ability to control sexual relations properly. In reality, children with intellectual disabilities lack knowledge of sexuality. Lack of sexual knowledge because children with intellectual disabilities experience deficiencies in understanding and interpreting events; in addition, they cannot control their sexual urges and the desire to engage in sexuality remains, meaning that even though children with intellectual disabilities experience limitations in various fields, their sexual development still exists and develops normally (Büyükbayraktar, 2018).

According to McDaniels and Fleming (2016) for decades, individuals with intellectual disabilities (ID) were viewed as incapable of making informed decisions about sexuality and were often punished, sterilized, and institutionalized to prevent reproduction. While deinstitutionalization in the 1970s resulted in more equitable and humane treatment of individuals with ID, it raised new questions about appropriate education for this population. Individuals with ID are presented with challenges regarding possibly lacking the decision-making capacity, experience, and skills necessary to form healthy relationships and set appropriate sexual boundaries, which can result in sexual exploitation and other negative consequences. Studies show that most adolescents with ID have low levels of knowledge about sexuality and have few opportunities to learn about sexuality. Sexuality knowledge in children with intellectual disabilities with conditions that limit them, who may not have the capacity to store information, analyze and synthesize low, decision-making, experience, and skills but they are still provided with sexuality knowledge with due regard to the limitations and deficiencies of children with intellectual disabilities. Providing effective sexual knowledge for people with intellectual disabilities must include topics such as social skills, reproduction, prevention of sexual abuse, STD education, personal safety skills, and sexual orientation. Children are vulnerable to becoming victims of sexual violence because their various weaknesses are easily manipulated and forced by adults who are physically stronger, more skilled, or more knowledgeable. Utami and Susilowati (2020) also emphasized that physical weakness and dependence of children on adults are the main factors in the high rate of sexual violence against children. Vulnerability to sexual violence is not only experienced by normal children, including children with special needs. One of those vulnerable to sexual violence is children with intellectual disabilities.

This is due to a lack of knowledge of sexuality (Asra, 2013).about sexuality in children with intellectual disabilities is very important to provide because it can prevent and help them avoid sexual exploitation, unwanted pregnancies. In addition, by getting the right information about their sexuality, they can also have good abilities in controlling sexual relations. The topics provided in sexuality knowledge consist of: (a) Physical development, socializing; (b) sexual activity, (c) pregnancy, (d) marriage, (e) possibility of pregnancy, (f) birth control, and (g) sexually transmitted diseases (Kirby, 1998).

Teaching knowledge to children with intellectual disabilities is not easy, because of the limitations that children with intellectual disabilities have. Various methods can be used to improve sexuality knowledge in children with special needs, one of which is the pretend play method. Pretend play is a form of play that contains elements of pretending, but it is not the same as role-playing where the emphasis is more on the role played, while in pretend play the emphasis is more on the tools played. The results of research related to the pretend play method have been widely found. Kızildere et al, (2020) examined the relationship between pretend play and language development. Pretend play in this study was made with telephone tasks, imaginary pantomime tasks, from free play sessions. The results of the study showed that simultaneously the scores of pantomime tasks, telephone tasks and imaginary tasks were associated with linguistic complexity. Bergen (2001) in his research stated that there is a relationship between pretend play and children's cognitive, social, and academic development. He also found a relationship between Pretend Play and Language Development. Other studies have shown the benefits of pretend play in child development and demonstrated the feasibility of school-based interventions to improve play skills and creativity (Hoffmann & Russ, 2016). Alucyana (2020) found the pretend play method to be effective in teaching sex education to early childhood. There was an increase in early childhood understanding of sex through the pretend play method.

This pretend play method is not only used in normal children, but also in children with special needs. Rayhani and Widyorini (2021) found in their research that there was a significant correlation between pretend play and Secure Attachment in children with autism spectrum disorder (ASD). Vysshedskiy and Khokhlovich (2022) conducted a study to see the trajectory of receptive and expressive language development with Pretend Play in children with autism. The results of this study found that with Pretend Play there was an increase in combinatorial receptive language, an increase in expressive language and an increase in awareness. Pretend Play can also be applied to children with intellectual disabilities (id) on the effects of their development (Ferreire et al, 2016).

The results of the above research identify that the pretend play method has been widely used to solve problems in children, both in normal children and children with special needs. The pretend play method is considered effective and able to improve the objectives to be achieved in a study.

III. METHOD

This research is a quantitative research with an experimental approach. The population used by researchers in this study were all Intellectual Disability students at SLB Negeri Pembina Pekanbaru totaling 145 people (males: 97 people, females 48 people) with characteristics of Mild Intellectual Disability (Mild Intellectual Disability), aged 11-14 years. The research sample to be studied in this study were 60 children with mild intellectual disabilities. 30 people in the Experimental group and 30 people in the control group. For the research instrument test, there were 60 people. This study used a random sampling technique. The type of random sampling used was Stratified Random Sampling.

Data collection methods in this study are: Modules and test methods. The module used is the pretend play module. The compilation of this module refers to The Affect in Play Scale developed to meet the need for measurements that assess cognitive and affective processes in pretend play. Furthermore, researchers modified this module according to research needs, namely for children with mild intellectual disabilities. The test methods used are: (a). Sexuality knowledge test. The sexuality knowledge test in this study used the Mathech Questionnaires: Sexuality Questionnaires for Adolescents (Kirby, 1998) which includes: Physical development, socializing, sexual activity, pregnancy, marriage, possibility of pregnancy, birth control, and sexually transmitted diseases. Furthermore, the researcher compiled a Sexuality Knowledge Test by referring to the Mathech Questionnaires: Sexuality Questionnaires for Adolescents (Kirby, 1998) by taking aspects of physical development, socializing and sexual activity by compiling items that are adjusted to children with intellectual disabilities. The test consists of 12 items with the answer choice "a" score 1 and the choice "b" score 0. A higher score indicates good sexuality knowledge. (b). Concentration test: The concentration test in this study refers to the concentration substest, namely on the Children and Doll Train page; concentration (taskspanning),

Consisting of 8 questions showing the same object in a group of similar objects, Distractors/distractors are more complex/numerous than subtests 1 and 3. The assessment is done by adding up the correct answers from 8 questions on the Nijmeegse Schoolbekwaamheids Test (NST) tool. The highest score is 8 and the lowest score is 0. (c) To measure verbal ability, the researcher used the Carter (2012) verbal ability test which includes: a. word meaning, b) completing sentences, c) spelling. The test consists of 12 items, which are adjusted to the subject of intellectual disability. The research stages consist of pre-experiment, experiment and post experiment. The experiment was carried out 8 times.

IV. RESEARCH RESULTS

Before presenting the research results, the researcher conducted several stages, namely: (a) research preparation, (b) research implementation and (c) research results. The research preparation activity began with a test of the readability of the test instrument conducted on 10 students with mild intellectual disabilities. Before the trial of the research instrument, an assessment was carried out by experts (professional judgment) in order to obtain input and suggestions on the feasibility of the question items. The results of the expert assessment on the sexuality knowledge instrument showed that all content validity of each instrument item was obtained more than 0.79, namely 0.96, so it was suitable for use. On the verbal ability instrument, the results of the expert assessment showed that all content validity of each instrument item was obtained more than 0.79, namely 1.00, thus all assessments of the verbal ability instrument were suitable for use. In the pretend play module, all content validity of each instrument item was obtained more than 0.79, namely 0.83 - 0.86, thus all assessments of the pretend play module for sexuality knowledge of children with mild intellectual disabilities have met the criteria. Aiken (1980) the value of the content validity coefficient of six (6) raters is said to be good if the minimum validity coefficient is 0.79.

The instrument trial was conducted in this study, the trial of the sexuality knowledge and verbal ability instrument was given to subjects who met the criteria of the subjects in this study, namely children with mild intellectual disabilities aged 11-14 years. The number of subjects in the instrument trial was 60 people. The instrument trial was to see the reliability estimate and the item discrimination test using Cronbach's alpha analysis. In the item discrimination estimate, the results obtained from 14 questions used to measure the sexuality knowledge variable, as many as 3 items were in the poor category, 8 items in the good category and 3 items in the very good category. And from the test results above, it is known that there are 3 items in the sexuality knowledge variable that get a bad score, namely item 5a, item 5b and item 6a because they get an index of less than 2. Although there is still a difference in item power with a value of <0.25 , each aspect of sexuality knowledge is still represented by other question items. In the reliability estimation, the results are as in the following table:

Table 1. Results of the research instrument reliability test

Variabel	KR-20	Cut Off	Keputusan
Sexuality Knowledge	0,723	0,7	Reliabel
Verbal Ability	0,716	0,7	Reliabel

From the results of the Cronbach's Alpha test conducted, the KR-20 value of each variable was obtained at 0.723 and 0.716, which is greater than 0.7. Thus, it can be interpreted that the measuring instrument used to measure the variable is stated as reliable or can be trusted. In the trial of the pretend play module, the researcher conducted a trial on the language aspect, the duration of time per activity and the clarity of instructions for the facilitator used in the implementation of the pretend play method. There was an improvement in the module, especially in the language and duration of time used.

After the preparation stage for implementation was completed, the research was carried out in several stages, namely the pre-experiment stage, the experimental stage and the post-experiment stage. This study involved 60 children with intellectual disabilities aged 11-14 years who were male and female, consisting of 30 experimental groups and 30 control groups. The distribution of subjects in both groups had equality in the intellectual disability category, namely in the mild category. In the pre-experimental stage, sexuality knowledge measurements, concentration tests and verbal ability tests were carried out on research subjects in both the experimental group and the control group consisting of 30 people in the experimental group and 30 people in the control group. Measurement of sexuality knowledge aims to see the level of sexuality knowledge before being given treatment,

While concentration and verbal ability measurements are also carried out to determine the level of concentration and verbal ability. In the experiment, at the experimental stage, treatment was given using the pretend play method to teach sexuality knowledge to research subjects. In the post-experimental stage, measurements of sexuality knowledge, concentration and verbal ability were carried out to see the sexuality knowledge of the research subjects, both in the experimental group and the control group. The results of the study showed that the normality test of the sexuality knowledge variable data obtained a Kolmogorov-Smirnov value with a sig value = 0.200 ($p > 0.05$). Thus, it can be interpreted that the data analyzed meets the assumption of normality.

Table 2. Covariance analysis: Effect of pretend play method on sexuality knowledge

Dependent Variable: Sexuality Knowledge

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	334,984 ^a	4	83,746	165,989	,000
Intercept	1,742	1	1,742	3,452	,069
<i>pretend play method</i>	272,527	1	272,527	540,161	,000
Error	27,749	55	,505		
Total	758,000	60			
Corrected Total	362,733	59			

From table 2, it can be explained that the pretend play method on sexuality knowledge obtained an F value of 540.1 with $p = 0.00$ ($p < 0.05$). Thus, the main hypothesis in this study is accepted. The pretend play method has a positive relationship with increasing sexuality knowledge in children with mild intellectual disabilities. The results of this study are supported by previous theories which state that Kızıldere et al (2020) examined the relationship between pretend play and language development. Pretend play in this study was made with telephone tasks, imaginary pantomime tasks, from free play sessions. The results of the study showed that simultaneously the scores of pantomime tasks, telephone tasks and imaginary tasks were associated with linguistic complexity. Bergen (2001) in his research stated that there is a relationship between pretend play in children's cognitive, social, and academic development. He also found a relationship between pretend play and language development. Other studies have shown the benefits of pretend play in child development and have shown the feasibility of school-based interventions to improve play skills and creativity (Hoffmann, and Russ, 2016). Alucyana et al (2020) found the pretend play method effective for teaching sex education to early childhood. There was an increase in early childhood understanding of sex through the Pretend Play method. Pretend Play is also used for abnormal or special needs children. Rayhani and Widyorini (2021) found in their research that there was a significant correlation between pretend play and Secure Attachment in children with Autism Spectrum Disorder (ASD). Vyshedskiy and Khokhlovich (2022) conducted a study to see the trajectory of receptive and expressive language development with pretend play in children with autism. The results of this study found that with pretend play there was an increase in combinatorial receptive language, an increase in expressive language and an increase in awareness. Pretend Play can also be applied to children with Intellectual Disabilities (ID) on the effects of their development (Ferreira et al, 2016).

V. CONCLUSION

The pretend play method has a positive relationship to increasing sexuality knowledge in children with mild intellectual disabilities. Pretend play in this study was made with telephone tasks, imaginary pantomime tasks, from free play sessions. The results showed that simultaneously the scores of pantomime tasks, telephone tasks and imaginary tasks were associated with linguistic complexity. The pretend play method has a positive relationship to increasing sexuality knowledge in children with mild intellectual disabilities. The results of this study found that with pretend play there was an increase in combinatorial receptive language, an increase in expressive language and an increase in awareness. Pretend Play can also be applied to children with Intellectual Disabilities (ID) on the effects of their development.

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