



Development of Early Childhood Gender Identity Flashcards: Prevention of Gender Dysphoria of Islamic Generation

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ABSTRACT

This research aims to test the feasibility of gender identity flashcards based on Islamic teachings for early childhood. Various developments of flashcards for early childhood have been developed, but flashcards about gender identity have not received much attention. The research was located in Pekanbaru City, the research subjects were 37 young children. This research has used an R&D approach. Data has been collected using interviews and Likert model questionnaires. Data has been analyzed using percentages and categorization. The results of this research have shown that the gender identity flashcard media is very suitable to be used as a learning medium to introduce gender identity according to Islamic teachings in early childhood based on the results of the combined validity test (89.04%). The results showed that these flashcards are suitable for use in early childhood learning to recognize gender identity according to Islamic teachings, to prevent gender dysphoria. This research can be used by early childhood education teachers and guidance and counseling teachers in designing lessons containing gender recognition for children.

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1. INTRODUCTION

Gender identity is a crucial discussion in many countries today. Those who believe that gender does not have to match biological sex are fighting for legality so that their identity is recognized. The idea of gender being “stuck in the wrong body” is a disorder called gender dysphoria. This condition is the inability to define oneself as male or female. Gender dysphoria can be caused by various biological, hormonal, psychological, social, familial, and childhood abuse factors characterized by symptoms; such as, biological sex dissatisfaction, desire to be the opposite sex, feelings and reactions of the opposite sex, and environmental influences (Yazdanpanahi et al., 2023). People who experience gender dysphoria, insist that biological gender is different from gender identity, are considered a human right, and they behave according to the gender they believe in, even though it is not in accordance with religious norms (Yazdanpanahi et al., 2023; Devina et al., 2024).

Gender identity is a person's sense of inner identity as female, male, another sex, or no gender (Wolff et al., 2016). Gender identity is believed to affect appearance, i.e. women tend to be feminine and masculine for men and affect sexual orientation, more broadly affecting one's personality and behavior (Mayasari, 2019; Handayani & Anisa, 2023). Islamic teachings are very clear in determining gender roles for each sex (Afif, 2019; Desi, 2018; Tohirin & Zamahsari, 2021). In gender attributes, Allah forbids humans to resemble each other. As the Hadith of Rasullullah in Ahmad's narration no. 3151 which means “Allah curses men who resemble women, and women who resemble men”. This hadith shows that gender identity is very important to be taught to humans in order to avoid prohibited behaviors that occur due to gender confusion such as lesbian, gay, bisexual and transgender.

This research is important considering that the early age of 0-6 years is often referred to as the golden period of human development which is able to absorb 80% of the information provided (Rupnidah & Suryana, 2022). At this age children are developing rapidly and education is fundamental for them to live the next life (Intan, 2022). Gender identity is an important topic that must be taught to young children so that they understand gender identity and sex in accordance with Islamic teachings. This is related to the urgency of preventing gender dysphoria, because it is easier to overcome in pre-puberty or pre-adolescent children (Wagner et al., 2021). Given that early childhood is the pre-optional phase, gender identity material must be delivered through appropriate tools such as multimedia interactive media (Khairunnisa & Ain, 2022). Such as colored media, containing interesting illustrations, and settings in a playful atmosphere, one of which is flashcards.

Flashcards are visual media in the form of small colored cards, containing attractive images, easy to carry, practical, and easy to remember by children (Rupnidah & Suryana, 2022). Several previous studies have shown the effectiveness of using flashcards in early childhood learning on several variables of beginner math recognition, language development, early childhood sex education, and mastery of English vocabulary (Azhima et al., 2021; Alamsyah, 2021; Saadah & Yulia, 2022). In addition, previous research shows that the use of flashcards in early childhood learning is effective in developing syntactic thinking flashcards and improving reproductive health knowledge of pre-school children and gender introduction through flashcards (Habib et al., 2023; Kelrey et al., 2022; Wahyuni et al., 2024). The results of previous research above show that flashcards are effectively used as a learning medium for early childhood. the role of early childhood education teachers is very strategic in playing several important roles so that children can think and act creatively as well as become problem solvers through play such as gender

identity through flashcards as the results of previous research above (Viswanathan & Rahman, 2024). In contrast to previous research, this flashcard displays the internalization of gender identity according to Islamic teachings realized through the display of images that show Islamic characteristics, such as images of hooding, dressing according to the rules in Islam, and introducing attributes that are allowed by Allah according to gender.

The results of preliminary studies at the research location show that teachers in two early childhood education institutions in Pekanbaru City support the introduction of gender identity for early childhood, and have even implemented gender-based education. However, media that specifically contains gender identity material is still limited for early childhood, therefore researchers feel it is important to conduct this research to support early childhood schools' efforts to introduce gender identity to prevent gender dysphoria. Flashcards can be applied in the theme of myself in early childhood learning, teachers can introduce gender through themselves first. It is hoped that the results of learning through themselves will be more memorable and easy to remember. It is also hoped that the results of this study can contribute to science in the field of instrumentation and learning media, then to the development of Islamic propaganda starting early.

2. METHODS

This study uses an R&D approach through 5 ADDIE development steps that is Analyze, design, development, impelentaion, evaluation (Waruwu, 2024). ADDIE development steps include; hold analysis, design stage, product development or production stage, implementation stage and evaluation stage. The ADDIE development steps are considered easy to implement and cover all the processes needed in making a product or prototype. The development of the ADDIE model is also considered suitable for the development of the verbal domain. The following is a picture of the ADDIE development steps.

The subjects in this study were early childhood in kindergarten X and Y in Pekanbaru totaling 37 people. The age criteria of the research subjects involved in the range of 4-7 years. This study also involved 2 teachers, namely teachers of kindergarten X and Y. This study involved 2 learning media experts and early childhood education material experts. The data collection methods used were interviews, questionnaires, and observations. Some of the feasibility tests applied in making flashcards include media validity tests, materials, practicality and effectiveness tests. Media and material validity tests were conducted by validators with appropriate expertise. While the practicality test was carried out by two RA and kindergarten teachers involved. The effectiveness test was carried out on early childhood from both schools through limited testing and extensive testing. The data were analyzed using a quantitative descriptive approach using percentages, and the description of the feasibility test results was presented using the categorization as follows:

$$I : \frac{ST - SR}{K}$$

Description:

i = Interval

ST = Highest Score / Ideal score (Number of items x highest score value)

SR = Lowest Score

K = Class

After the interval formula is applied, categorization is then determined to describe the qualitative results of the media validity test results and flashcard materials. The following

presents the categorization of the results of the media validity test and flashcard materials in **Table 1 and Table 2**:

Table 1. Flashcard media validity test assessment criteria.

Scor	Category
46 – 54	Very Valid
37 – 45	Valid
28 – 36	Moderately Valid
19 – 27	Less Valid
10 – 18	Not Valid

Table 2. Criteria for assessing the validity test of flashcard materials.

Scor	Category
70 – 85	Very Valid
57 – 69	Valid
41 – 56	Moderately Valid
28 – 40	Less Valid
15 – 27	Not Valid

The next step is to analyze the total validity of the two experts. After getting each data analysis for the validation result data, then the two expert validation score results will be analyzed using the following formula:

$$V = \frac{Va.media + Va.Material}{2} \times 100 \%$$

Description:

V = Combined validation

V.media = Media Validation Score

V.material = Material Validation Value

The analysis results from the above formula will be communicated to percentage category in **Table 3**, as follows:

Table 3. Criteria for assessing the results of the total validity test.

No	Value Achievement Criteria	Validity Level
1	81,00% - 100,00%	Very Valid, very effective, very complete, can be used without improvement
2	61,00% - 80,00%	Moderately Valid, moderately effective, moderately complete, can be used but needs minor improvements
3	41,00% - 60,00%	Less Valid, less effective, less complete, recommended not to be used
4	21,00% - 40,00%	Invalid, ineffective, incomplete, cannot be used
5	00,00% - 20,00%	Very Invalid, very ineffective, very incomplete, cannot be used

Data from the practicality test results were analyzed using the percentage formula and categorization as shown in **Table 4** below:

Table 4. Assessment criteria for practicality test results.

No	Criteria for Achievement	Category
1	81,00% - 100,00%	Very Practical
2	61,00% - 80,00%	Practical Enough
3	41,00% - 60,00%	Less Practical
4	21,00% - 40,00%	Not Practical
5	00,00% - 20,00%	Very Unpractical

Analysis of the total score of the practicality test using formula and communicated to percentage table above, as for the total practicality test formula as follows:

$$V = \frac{V_a.\text{media} + V_a.\text{Material}}{2} \times 100 \%$$

Description:

V = Combined validation

V.media = Media validation value

V.material = Material validation value

The process of determining the category of assessment results on the effectiveness of gender identity flashcards, namely the level of understanding of early childhood, categorization is used using the interval formula as in **Table 5** below:

Table 5. Criteria for assessment of effectiveness test results.

Scor	Category
177 – 210	Highly Understand
143 – 176	Understand
109 – 142	Fairly Understand
75 – 108	Less Understanding
41 – 74	No Understanding

The last analysis is to see the feasibility of flashcards as learning media to introduce gender identity in early childhood. The feasibility test will calculate the total validity, namely the value of media and material validation, effectiveness validation and practicality validation. This analysis uses formula as follows:

$$V = \frac{V_{.ah} + V_{.pg} + V_{.au}}{3} \times 100\%$$

Description:

V.ah = Expert validation value

V.pg = Practical Validation Value (teacher)

V.Au = Audience Validation Value (student)

3. RESULTS AND DISCUSSION

3.1. Results of the needs study analysis

Based on preliminary studies conducted at the beginning of flashcard development, it was found that in both schools, namely kindergarten X and Y, there was no specific media that introduced gender in early childhood, even though kindergarten X had implemented gender-based education. The results of the interviews showed the anxiety of teachers in the two schools about the current prevalence of gender dysphoria. The teachers fully support the research activities and hope to be able to introduce gender identity easily through flashcards developed by researchers, so that this research can be one of the solutions in efforts to introduce gender identity in early childhood. The results of this research have of course been supported by the results of previous research with almost the same research focus, which explains that Flashcards can help young children recognize an object well (Hardiyantari & Fatmawati, 2021; Saadah & Yulia, 2022; Susilowati et al., 2024).

3.2. Initial design

The initial design was designed before going to the field based on the study of previous research and analysis of Islamic studies on gender. So that the initial study activities of the teachers have gotten an idea of how these flashcards are developed later. The initial design then received input and suggestions from the teachers, including: 1) use illustrations that are close to the lives of early childhood, 2) the pictures made are the daily activities of early childhood, 3) the attributes depicted are early childhood attributes: not adult shoes, 4) the games depicted are early childhood toys, for example girls playing dolls and boys playing toy cars, 5) the role of mothers is specific to one activity that early childhood understands, for example cooking, 6) girls wear skirts and boys wear pants, 7) the shape of girls' and boys' bags is adjusted. The design after the needs test of gender identity flashcards can be seen in Figure 1.



Figure 1. Initial design.

3.3. Media validity test results

The following is a sheet of flashcard media validity test results by media experts in **Table 6**:

Table 6. Media expert validity test results.

No	Indikator	Skor				
		1	2	3	4	5
1	Images in flashcards display gender, gender roles and gender attributes according to Islamic teachings.				√	
2	Images in flashcards are related to gender, gender roles and gender attributes according to Islamic teachings.					√
3	Flashcard media contains material, media and images that display gender, gender roles and gender attributes according to Islamic teachings.					√
4	The shape of the gender flashcards has an attractive appearance				√	
5	Attractiveness of flashcard media colors				√	
6	Images in gender flashcard media are clear				√	
7	Images and writing in gender flashcards are proportional				√	
8	Flashcard media is made of safe materials					√
9	Flashcard media is durable				√	
10	Flashcard media is easy to use by teachers and young children					√
Total					44	
Skor Ideal					50	
%					88%	

Based on the results of the media validity test above, it can be seen that the empirical score obtained is 44. This score if communicated with categorization, score 44 is in the valid category. It can be interpreted that gender identity flashcards are in accordance with the media indicators that are suitable for use by making improvements in the parts suggested by the validator. Meanwhile, when viewed from a percentage, the results of the gender identity flashcard media validity test received a score of 88%, which is in the very valid category. The following are the results of the material validity test presented in **Table 7**:

Table 7. Material expert validity test results.

No	Indikator	Scor				
		1	2	3	4	5
1	Male and female attributes in flashcards are easily recognizable				√	
2	Images in flashcards show gender through body shape					√
3	The images in the flashcards show gender through male or female gender attributes.					√
5	Sex differences in gender flashcards are clearly depicted					√
6	Images in gender flashcards are in accordance with indicators of sex, gender roles and gender attributes.					√
7	Images in flashcards contain statements that show gender, gender roles and gender attributes.					√
8	Display of real attributes and show differences between genders				√	
9	Images in flashcards are in accordance with the purpose of gender recognition according to Islam					√

No	Indicator	Scor				
		1	2	3	4	5
10	Selection of images in flashcards in accordance with early childhood development					√
11	The material depicted is in accordance with the basic competencies that must be achieved by early childhood					√
12	The flashcard material depicted is in accordance with Islamic teachings					√
13	The title made represents gender material					√
14	Gender role material is clearly illustrated					√
15	The roles of women and men can be recognized easily					√
Total						65
Skor Ideal						75
%						86,66%

Based on the results of the material validity test, this gender identity flashcard is in the valid category. The results of this test indicate that gender identity flashcards are suitable for use, this relates to the requirements of a medium that can be used if the construct meets the requirements to be called valid. Researchers need to improve flashcards in accordance with the direction and input from material expert validators. The following are the results of the analysis of the total validity test of media experts and gender identity flashcard materials as follows:

$$V = \frac{Va.media + Va.Material}{2} \times 100\%$$

$$V = \frac{88 + 86,66}{2} \times 100\% = 87,33\%$$

Based on the results of the analysis of the total validity of media and material experts, a figure of 87.33% is obtained in the range of very valid categories. This means that gender identity flashcards are suitable for use to introduce gender in early childhood.

3.4. Practicality test analysis results

Teacher responses at kindergarten X and teachers at Kindergarten Y to flashcard media material about gender, gender roles and gender attributes. The following presents the results of the practicality test at kindergarten X in **Table 8**:

Table 8. Result of practicality test analysis of kindergarten X.

No	Indicator	Scor				
		1	2	3	4	5
1	Images contained in flashcards are in accordance with KD early childhood					√
2	Flashcards are easy to use to introduce material about gender, gender roles and gender attributes according to Islamic teachings.					√
3	The display of gender flashcards is in accordance with Islamic teachings					√
4	Gender flashcards can provoke early childhood activeness					√
5	The display of gender flashcards is interesting and easy to recognize					√
6	How to use flashcards is practical and flexible					√
7	Flashcards provoke enthusiasm for early childhood learning					√
8	Flashcards provoke early childhood independence in recognizing gender					√
9	The display of images and text is clear and proportional					√

No	Indicator	Scor				
		1	2	3	4	5
10	Flashcards are easy to understand					√
11	Gender flashcards are practical for introducing gender, gender roles and gender attributes.					√
12	Flashcards are used without requiring a lot of time					√
Total		50				
Ideal Score		60				
%		83,33%				

Based on **Table 8** above, the results of the practicality test of kindergarten X teachers on gender identity flashcards obtained a percentage of 83.33% which means that flashcard media can be said to be very practical. Next, the results of the practicality test analysis at Kindergarten Y are presented in **Table 9** below:

Table 9. Results of the practicality test analysis at kindergarten Y.

No	Indicator	Scor				
		1	2	3	4	5
1	Images contained in flashcards are in accordance with KD early childhood					√
2	Flashcards are easy to use to introduce material about gender, gender roles and gender attributes according to Islamic teachings.					√
3	The display of gender flashcards is in accordance with Islamic teachings					√
4	Gender flashcards can provoke early childhood activeness					√
5	The display of gender flashcards is interesting and easy to recognize					√
6	How to use flashcards is practical and flexible					√
7	Flashcards provoke enthusiasm for early childhood learning					√
8	Flashcards provoke early childhood independence in recognizing gender					√
9	The display of images and text is clear and proportional					√
10	Flashcards are easy to understand					√
11	Gender flashcards are practical for introducing gender, gender roles and gender attributes.					√
12	Flashcards are used without requiring a lot of time					√
Total		59				
Ideal Score		60				
%		98,33%				

Based on **Table 9** above, the results of the response of kindergarten Y teachers to gender identity flashcards obtained a percentage value of 98.33%, which means that flashcard media can be said to be very practical. As for the total practicality value of gender identity flashcards, the value is as follows:

$$V = \frac{83,33 + 98,33}{2} \times 100 \%$$

$$V = 90,83\%$$

Based on the results of the total practicality test, it can be concluded that gender identity flashcards are in the very practical category.

3.5. Limited test results

The results of testing the percentage of the effectiveness of flashcard media can be seen through the evaluation results of 10 early childhood after the flashcard material demonstration process on gender, gender roles and gender attributes. The results of the limited test evaluation are presented in **Table 10** below:

Table 10. Limited trial scores.

No	Student Name	Ideal Score	Limited Test Score	Description
1	MT	240	179	Understand
2	AI	240	191	Understand
3	NL	240	167	Understand
4	NF	240	171	Understand
5	JN	240	176	Understand
6	ZF	240	188	Understand
7	AL	240	177	Understand
8	HF	240	190	Understand
9	DA	240	159	Fairly Understand
10	AR	240	180	Understand
Total			1,778	
Ideal score			2,400	
Mean			177,8	Understanding
%			74,08%	Effective Enough

Based on the analysis of the effectiveness test results above, it can be seen that the gender identity flashcards in the limited test achieved a score of 74.08%, which is in the moderately effective category. This means that there needs to be improvements to the images that illustrate gender to make it easier to understand.

3.6. Broad product testing

Effectiveness is seen from the test results on early childhood understanding of this flashcard material. The results of the flashcard media effectiveness test on 27 early childhood after the flashcard material demonstration process on gender, gender roles and gender attributes are presented in **Table 11** below:

Table 11. Broad test scores.

No	Student Name	Ideal Score	Extensive Trial Score	Description
1	RF	225	188	Very Understanding
2	AF	225	185	Understand very well
3	ZA	225	186	Understand very well
4	KL	225	186	Highly Understand
5	IB	225	189	Highly Understand
6	LA	225	178	Highly Understand
7	AR	225	175	Understand
8	NR	225	180	Highly Understand
9	AK	225	185	Highly Understand
10	AI	225	181	Highly Understand
11	RK	225	176	Understand
12	ZF	225	174	Understand
13	AR	225	183	Highly Understand
14	AN	225	179	Highly Understand

No	Student Name	Ideal Score	Extensive Trial Score	Description
15	SN	225	182	Strongly Understand
16	KY	225	183	Highly Understand
17	AL	225	187	Highly Understand
18	AF	225	182	Understand
19	AK	225	185	Understand
20	AS	225	185	Highly Understand
21	AR	225	182	Highly Understand
22	PT	225	187	Highly Understand
23	AY	225	177	Very Understanding
24	RF	225	181	Very Understanding
25	GN	225	176	Understanding
26	AB	225	187	Very Understanding
27	KN	225	186	Very Understanding
Total			4,814	
Ideal score			5,535	
Mean			182.40	Very Understanding
%			88,97	Very Effective

The test results above show the effectiveness value of the gender identity flashcard of 88.97%. The test result figures above show that the gender identity flashcard is in the very effective category.

3.7. Combined validity test

Next, the combined validity consisting of expert validity, effectiveness validity and practicality will be analyzed using the following grand formula:

$$V = \frac{V.ah + V.pg + V.au}{3} \times 100\%$$

Description:

V.ah = Expert validation value

V.pg = Practical Validation Value (teacher)

V.Au = Audience Validation Value (student)

$$V = \frac{87,33 + 90,83 + 88,97}{3} \times 100$$

$$V = 267.13/3$$

$$V = 89,04 \%$$

Based on the results of the analysis of the feasibility test including the media and material validity test, effectiveness test and practicality test or called a combined test, the percentage figure was 89.04%. This figure, when communicated with category, gender identity flashcards are in the very feasible range for use. In the final design stage, researchers used Artificial Intelligence in creating images to make them more realistic and attractive, as in the final product display below.

3.8. Final design

The final design can be seen in **Figure 2**.

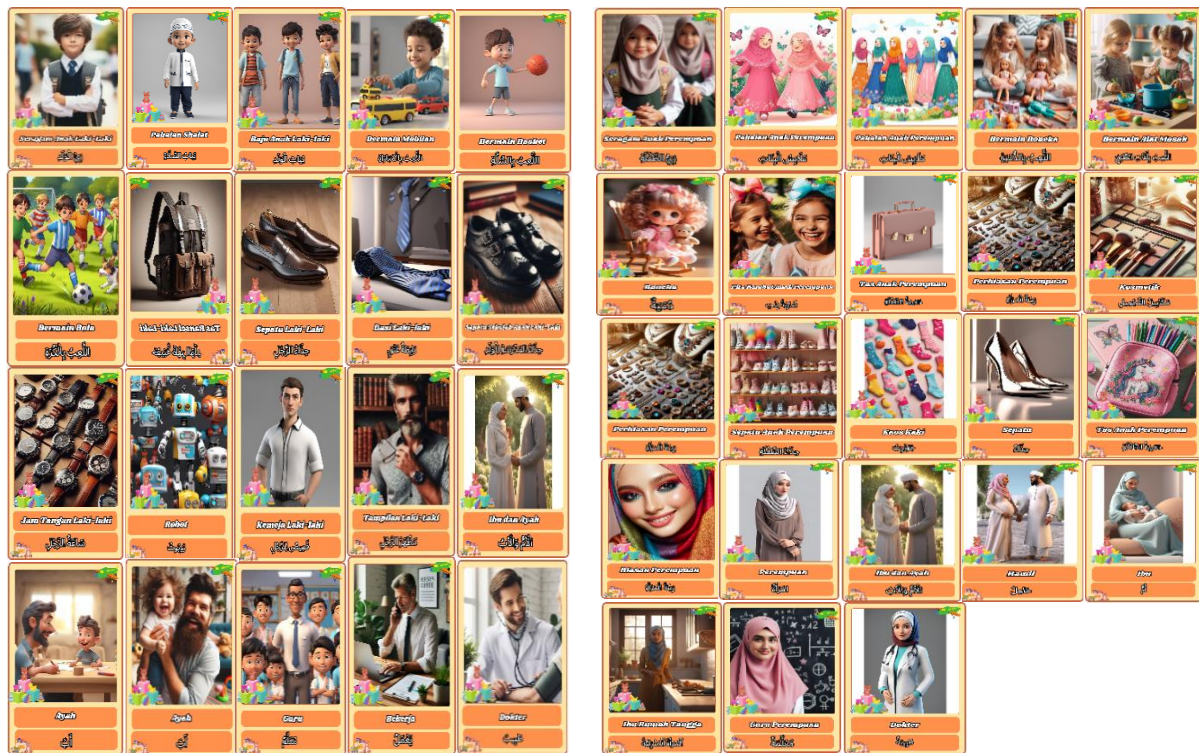


Figure 2. Final model flashcard.

3.9. Advantages and disadvantages of flashcard media

Gender identity flashcards have the following advantages: 1) specifically discussing gender so that teachers focus on introducing it to early childhood, 2) early childhood is more focused on listening because it is specific about gender, 3) gender identity flashcards have attractive illustrations with customized colors, 4) using gender identity flashcards is more fun because it is like playing a game and teacher-student interaction makes early childhood more enthusiastic, 5) gender identity flashcards are easy to use, have materials that are safe for early childhood and are easy to store because of their minimalist form. The disadvantage of gender identity flashcards is that they are very directive because they cannot be understood directly by early childhood, they must be accompanied by a teacher.

4. CONCLUSION

Based on the data analysis, the results of this study can be concluded as follows: 1) Based on the results of the combined validity test, the media and materials of gender identity flashcards are in the very valid category with a percentage value of 87.33%. 2) Based on the results of the combined Practicality test, the media of gender identity flashcards is in the very practical category with a percentage value of 90.83%. 3) Based on the results of the test on a limited group, the effectiveness of the media of gender identity flashcards is in the fairly effective category with a percentage value of 74.08%. In the broad group test, the effectiveness of the gender identity flashcards is in the very effective category with a percentage value of 88.97%. 4) The media of gender identity flashcards is very suitable for use as a learning medium to introduce gender identity according to Islamic teachings to early childhood based on the results of the combined validity test with a percentage value of 89.04%. The results showed that these flashcards are suitable for use in early childhood learning to recognize gender identity according to Islamic teachings, to prevent gender dysphoria. This research can be used by early childhood education teachers and guidance and counseling teachers in designing lessons containing gender recognition for children.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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