The Effect of "Si Andi" Flashcard Games on Improving Personal Safety Skills

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ABSTRACT: One of the highest and continually increasing phenomena of violence in Indonesia is sexual abuse. The most frequent victims of this phenomenon are early childhood. The purpose of this study is to determine the influence of the "SI ANDI - *Siap Amankan Diri*" (Ready to Protect Yourself) flashcard games on improving personal safety skills in early childhood. This study involved 40 subjects aged 4-6 years, divided into control and experimental groups (n=20 for each group). This research is a quasi-experimental study with a non-equivalent control group design. Assessment of personal safety skills employed the WIST-III instrument. The hypothesis was analyzed using independent sample t-tests. The "SI ANDI" flashcard games program was effective on improving personal safety skills among participants in the experimental group, as evidenced by a statistically significant p-value of sig. $0.000 < 0.005$. This finding suggests that the "SI ANDI" flashcard games can be used as an alternative tool for teaching personal safety skills in early childhood. Further observation is necessary to ascertain the long-term effects of using the "SI ANDI - *Siap Amankan Diri*" flashcards on the personal safety skills of young children. This is essential for identifying changes that occur over an extended period, providing insight into the sustained impact of the intervention.

Keywords: personal safety skills; sexual abuse; early childhood; sex education

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1 INTRODUCTION

The phenomenon of violence in Indonesia has been consistently increasing every year, especially in cases involving children. According to data from the Ministry of Women's Empowerment and Child Protection (Kemenpppa, 2023), there were 16,106 reported cases of violence against children in 2022. Until July 14, 2023, there have been 8,213 reported cases of violence against children under the age of 17. Considering the escalating number of cases, one of the most prevalent forms of violence against children is sexual violence (Azzahra, 2020; Mashudi, 2015). In 2021, there were 8,700 reported cases of sexual violence against children, which increased to 9,592 cases in 2022. The vulnerability of children to sexual violence is attributed to their dependency on adults for assistance, making them highly susceptible (Humaira B et al., 2015; Noviana, 2015; Probosiwi & Bahransyaf, 2015). Cases of sexual violence can also occur due to children's unawareness of adult behavior involving touching their private parts, as well as their lack of understanding of how to respond in such unsafe sexual situations (Agustina et al., 2022; Akbar & Mudzdaliffah, 2012). Therefore, children need to be provided with appropriate explanations through sexual education (Sulistiani, 2016; Tampubolon et al., 2019). Sexual education needs to be initiated as early as possible as a preventive measure against sexual violence (Paramastri et al., 2010).

Teaching personal safety skills from an early age as part of sex education can be implemented to prevent cases of sexual violence in children and the future consequences they may face later on (Mashudi, 2015; Sulistiyowati et al., 2018). Personal safety skills comprise a set of abilities that children need to learn to safeguard themselves and avoid potential instances of sexual violence (Andayani et al., 2022; Bagley & King, 2004). These skills emphasize three elements: recognize, resist, and reporting situations that endanger sexual safety (Bagley & King, 2004; Wulandari et al., 2019; Wurtele & Miller-Perrin, 1993). Children taught to identify hazardous situations, understand inappropriate physical contact, refuse or terminate interactions with suspicious individuals, and how to ask for help (Brown-Goodyear & Paris, 2012; Finkelhor, 2009; Jatmikowati et al., 2015; Wulandari et al., 2019).

Children's abilities are not comparable to those of adults in assessing and protecting themselves from potentially dangerous situations (Juarni et al., 2020; Santrock, 2007). However, children's personal safety skills can have a significant impact on protecting them from the risk of sexual violence (Brown-Goodyear & Paris, 2012; Juarni et al., 2020; Neherta, 2017). Previous research has shown that personal safety skills can prevent sexual violence against children (Andayani et al., 2022; Sarno & Wurtele, 1997; Umar et al., 2018). Personal safety skills lead to a significant enhancement in both knowledge and abilities that are beneficial for aiding children in avoiding sexual violence. Participants significantly improved their ability to recognize sexual violence, respond to potentially harmful situations, and report unsafe touches (Sarno & Wurtele, 1997; Umar et al., 2018, 2018). Children with a profound understanding of personal safety skills are believed to have the ability to recognize potentially sexually violent situations and can differentiate

between appropriate and inappropriate touches (Agustina et al., 2022; Boyle & Lutzker, 2005; Sarno & Wurtele, 1997; Wurtele, 2008).

Providing sexual education in the form of personal safety skills to children can be adapted to their developmental stages (Noviana, 2015). Children aged 2 to 7 are in the preoperational stage (Santrock, 2007), characterized by unorganized thinking activities (Agustina et al., 2022). Children at this stage tend to perceive the world from their perspective. However, they begin to exhibit cognitive ability in interacting with their surroundings. Playfulness is a characteristic of children at this phase, making learning through play or educational games highly effective. Learning through play, known as educational games, can encourage them to have direct experiences and conduct experiments to discover certain principles (Papalia & Feldman, 2008; Widyati, 2014). Educational games can increase visual appeal, allowing children to concentrate better and listen to the material (Agustina et al., 2022; Rahmawati, 2014).

Another approach to improving children's comprehension of personal safety skills is educational media through flashcard games (Anggreni et al., 2017; Nida et al., 2020; Widiarsini et al., 2021). Previous research results (Saadah & Yulia, 2022; Utami, 2023) have demonstrated that using flashcards can enhance children's cognitive abilities. Flashcards can be an effective tool in teaching sexual education (Saadah & Yulia, 2022), especially in skills to self-protect from sexual violence in children, due to their ability to present information briefly and clearly on each card, making it easier for students to remember and understand the information (Irfan et al., 2023). Flashcard games are one form of educational games that use illustrated cards as a tool for early childhood education (Zulfa & Djamali, 2018). Flashcard media has various advantages, including enhancing memory capacity, fostering independence, and expanding vocabulary (Fitriyani & Nulanda, 2017; Hotimah, 2017; Safitri et al., 2018).

Using flashcards in learning activities has proven effective in increasing motivation, improving their perception of specific objects, and stimulating their imagination to recognize objects easily (Wasilah, 2012; Widiarsini et al., 2021). The flashcard games "SI ANDI - *Siap Amankan Diri*" represents a creative, interactive, and specially designed educational approach to enhancing the knowledge of early childhood regarding personal safety skills. Employing the "SI ANDI: Siap Amankan Diri" flashcard games as an educational tool for preventing sexual violence in early childhood by teaching personal safety skills demonstrates significant potential in enhancing children's understanding of self-protection. Through an enjoyable and easily comprehensible approach, children can become more prepared and aware when facing potential risks of sexual violence. This study aims to ascertain the impact of the "SI ANDI - *Siap Amankan Diri*" (Ready to Protect Yourself) flashcard games on enhancing early childhood personal safety abilities.

2 THEORETICAL STUDY

2.1 *Personal Safety Skills in Early Childhood*

Personal safety skills are the ability to assess the appropriateness of touch and encompass four self-protection skills: say, do, tell, and report any touch deemed inappropriate (Wurtele, 2008). It is a series of skills that children need to learn to safeguard themselves and prevent sexual violence (Bagley & King, 2004). Teaching personal safety skills to children is a response skill to sexual violence, aiming to increase their awareness, knowledge, and comfort level in disclosing inappropriate sexual acts, thus enabling them to safeguard their personal safety (Kendall, 2012; Kenny, 2009). The purpose of this education is to reduce the risk of becoming victims and enhance children's ability to protect themselves (Hasanah et al., 2019; Umar et al., 2018).

Personal safety skills consist of three main components: the ability to recognize, resist, and report (Wurtele & Miller-Perrin, 1993). Recognizing is the child's ability to recognize potential situations and characteristics of individuals that may lead to sexual violence (Bagley & King, 2004; Umar et al., 2018; Wurtele & Miller-Perrin, 1993). Children need to be able to recognize the parts and boundaries of their bodies and know which parts should not be touched by anyone (Mashudi, 2015; Wurtele & Miller-Perrin, 1993). Furthermore, children must recognize whether the attraction presented by a stranger is an unsafe situation, forcing them to seek protection (Bagley & King, 2004; Çeçen-Eroğul & Hasirci, 2013). Resist is the child's ability to defend themselves against sexual violence through responses that show resistance (Umar et al., 2018; Wurtele & Miller-Perrin, 1993). Children have the right to avoid, refuse, and say 'no' to unpleasant adult behaviors, especially those leading to sexual violence (Mashudi, 2015; Van Stolk, 1978). The report is the child's ability to report, seek help, and disclose any unpleasant sexual experiences they may have had with adults (Bagley & King, 2004; Wurtele & Miller-Perrin, 1993). The reporting component teaches children to talk about the sexual abuse scenarios they have experienced and to report the perpetrators to trustworthy adults or institutions for support (Mashudi, 2015). The level of knowledge possessed by children has a significant impact as one of the factors influencing personal safety skills (Çeçen-Eroğul & Hasirci, 2013). Children's knowledge about sexual violence and ways to protect themselves from potential dangers plays a role in preventing them from becoming victims of sexual violence (Mashudi, 2015; Umar et al., 2018).

2.2 *Flashcards Games "SI ANDI: Siap Amankan Diri"*

There is the concept of teaching based on the limited brain development of children, namely flashcards (Doman & Doman, 2006). Conventional teaching methods can stimulate children's enthusiasm to acquire other skills and knowledge (Doman & Doman, 2006; Hatiningsih & Adriyati, 2019). Flashcards are small cards with pictures, text, or symbols that stimulate and guide students' imagination. They are presented in a simple, enjoyable format and are popular for presenting different stimulus items (Doman & Doman, 2006). Flashcards are learning aids in the form of cards containing images,

words, text, or symbols used to help children understand and remember lesson material by showing its key elements, making learning more interactive and engaging (Arsyad, 2015; Kupzyk et al., 2011; Wati & Oka, 2021). Flashcards help guide and direct the understanding of something related to the image (Angreany & Saud, 2017), accompanied by relevant vocabulary or questions related to the image (Buttner, 2013).

Flashcards offer advantages and practicality in their creation and use. The colored images on flashcards are easy to remember and attract children's attention (Kupzyk et al., 2011). The use of flashcards makes learning more enjoyable and can be a tool to help children understand new information while playing (Setiawati et al., 2015). Using flashcards in early childhood learning activities can help develop various aspects of children's development, including cognitive development (Fajriani et al., 2022). Flashcards can also improve children's memory skills, help train independence, and enrich their vocabulary (Fitriyani & Nulanda, 2017; Hotimah, 2017; Safitri et al., 2018).

Based on the analysis of the problems and characteristics of young children, flashcards are an effective tool for teaching personal safety skills to children (Anggreni et al., 2017; Nida et al., 2020; Saadah & Yulia, 2022). Therefore, the "SI ANDI" flashcard game was created. This game is a form of play using flashcards to enhance children's knowledge of personal safety skills. The cards in the "SI ANDI" flashcard set measure 8.5 x 5.4 cm, and there are 34 cards. The game is designed with specific rules based on the three main components of personal safety skills: recognize, resist, and report (Bagley & King, 2004). The steps for implementing flashcard cards (Suartini et al., 2016) are as follows: (1) children are divided into several groups consisting of 3-5 children per group, (2) each group receives flashcard media containing the material, (3) children are guided to observe and understand the content of the flashcard media, and (4) children, along with the teacher, engage in a question-and-answer session regarding the content of the flashcard. The goal is to teach children to recognize dangerous situations, understand inappropriate touches, learn to refuse or stop interactions with suspicious individuals, and provide knowledge on how to seek help in unsafe situations (Mashudi, 2015). Flashcards can present information briefly and clearly on each card, making it easier for children to remember and understand the information, especially related to personal safety skills regarding child sexual abuse (Irfan et al., 2023). The examples of flashcard "SI ANDI - *Siap Amankan Diri*" as seen in Figure 1.

Figure 1. Flashcard "SI ANDI - *Siap Amankan Diri*"

3 METHOD

3.1 *Research Approach and Participant*

This study employed a quasi-experimental design known as the nonequivalent control group design. The subjects of this study were 40 early childhood divided into control and experimental groups (n=20 for each group). The use of purposive sampling technique as the method chosen due to specific criteria (Sugiyono, 2014). This study was conducted at Negeri Pembina Surakarta Kindergarten, Kartika III-51 Kindergarten, and Warga Kindergarten. The research participants needed to fulfill specific criteria, including children aged 4-6 years and having not received any previous personal safety skills or sexual education from any media. The experiment was conducted over 6 sessions, which included the pre-test, recognize session, resist session, report session, termination, and post-test.

3.2 *Data Collection*

Data collection for the research utilized the WIST-III (What If Situation Test-III) and worksheets. The WIST-III measures three components of personal safety skills: Recognize, Resist, and Report (Wurtele & Miller-Perrin, 1993). The WIST-III has been adapted to the Indonesian context and uses illustrations to depict the situations. The internal consistency of the WIST-III has been established with Cronbach's alpha values ranging from 0.75 to 0.90 and Pearson r's from 0.60 to 0.84 (Wurtele et al., 1998). The researcher also assessed the reliability of the WIST-III and obtained Cronbach's alpha values ranging from 0.65 to 0.90.

The validity of the worksheets was confirmed through professional judgment, involving input from the supervising lecturer, an expert in early childhood education, and a teacher from one of the kindergartens who is competent in evaluating the research module. Considering the three elements of personal safety skills, the personal safety skills worksheet comprises three types: the recognize worksheet, the resist worksheet, and the report worksheet. After finishing each session at every meeting, each participant received a worksheet to complete. The hypothesis testing used the independent samples t-test method to compare values of the pre-test and post-test results between the experimental and control groups (Seniati et al., 2011). The data tested consisted of the gain scores of the control group's pretest and posttest compared to the gain scores of the experimental group's pretest and posttest.

4 RESULT AND DISCUSSION

4.1 *Result*

The results of the quasi-experimental data analysis describe several statistical tests such as Normality and Homogeneity Test, Hypothesis Testing, and Additional Analysis such as the Paired Sample T-test.

4.1.1 *Normality and Homogeneity Test*

The Shapiro-Wilk normality test was employed to assess normality using the Statistical Product and Service Solution (SPSS) for MS Windows version 25.0 (see Table1).

Table 1. Normality Test Analysis

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Kelompok_Kontrol	,135	20	,200[*]	,909	20	,062
	Kelompok_Eksperimen	,137	20	,200[*]	,943	20	,267
Post-test	Kelompok_Kontrol	,150	20	,200[*]	,908	20	,059
	Kelompok_Eksperimen	,201	20	,033	,906	20	,053

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The homogeneity test used to determine whether the variances of several populations were equal. The test was conducted on both groups using the pre-test and post-test results.

Table 2. Homogeneity Test Analysis

		Levene Statistic	df1	df2	Sig.
Personal Safety Skills	Based on Mean	,249	3	75	,862
	Based on Median	,201	3	75	,895
	Based on Median and with adjusted df	,201	3	74,512	,895
	Based on trimmed mean	,255	3	75	,858

The homogeneity test results show a significance level for personal safety skills in the control and experimental groups of 0.862 (> 0.05), indicating homogeneity. Therefore, this study can use parametric statistical hypothesis testing to analyze the data (see Table 2).

4.1.2 *Hypothesis Testing*

To determine the effect of the "SI ANDI " flashcard games on improving the personal safety skills of early childhood, an independent sample t-test was used. This test compares the gain scores of the control group with those of the experimental group to determine whether there is a significant effect. The results of the hypothesis testing using the independent sample t-test are presented in Table 3.

Table 3. Group Statistics Analysis

N	Mean	Std. Deviation	Std. Error Mean
20	,70	4,390	,982
20	14,10	7,511	1,679

The table 3 also shows that the average personal safety skills score for the control group is 0.70, while the average personal safety skills score for the experimental group is 14.10. According to the table, it is apparent that the average score of the experimental group (M=14.10) exceeds that of the control group (M=0.70). The results suggest that the average scores of personal safety skills differ between the experimental and control groups.

Table 4. Hypothesis Testing Independent Sample T-Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	6,371	,016	-6,888	38	,000	-13,400	1,945	-17,338	-9,462
Equal variances not assumed			-6,888	30,626	,000	-13,400	1,945	-17,369	-9,431

The Table 4 shows that the significance value of the gain score for the control group in Levene's Test for Equality of Variance is 0.16 (≤ 0.05), indicating that the assumption of equal variances is not assumed and suggests that the data in this study is not homogeneous. Therefore, the significance of the independent sample t-test utilized relies on the column labeled "equal variance not assumed" (Seniati et al., 2011), which is -6.888 with a significance of 0.000 (≤ 0.05), indicates a significant difference in personal safety skills between the experimental and control groups. The calculated t-value (t=6.888) is greater than the tabulated t-value (t=2.024), indicating that the use of the "SI ANDI" flashcards has a significant effect on the personal safety skills of early childhood.

4.1.3 *Additional Analysis*

4.1.3.1 Paired Sample T-test

This study aims to determine the mean differences between the pre-test and post-test results in the control and experimental groups. The analysis employed a paired sample t-test, which yielded (see table 5).

Table 5. Paired Sample T-test Analysis

| Paired Differences | | | | | | | |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
			Lower	Upper			
-,700	4,390	,982	-2,755	1,355	-,713	19	,484
-14,100	7,511	1,679	-17,615	-10,585	-8,396	19	,000

The table 5. (in rows 1 is pair 1 and row 2 is pair 2) indicates that the significance value for the pre-test and post-test data of the control group is 0.484, where ≥ 0.05 indicates that there is no significant effect between the pre-test and post-test scores of the control group due to not being exposed to the intervention in the form of the "SI ANDI" flashcard games. The results of the paired sample t-test on the pre-test and post-test data of the

experimental group show a significance value of 0.000 (≤ 0.05), indicating a significant effect between the pre-test and post-test scores of the experimental group due to the intervention of the "SI ANDI " flashcard games. The calculated t-value (t = -0.713) for the control group is less than the critical t-value (t = 2.093), indicating no significant effect. Conversely, the calculated t-value (t = -8.396) for the experimental group is greater than the critical t-value (t = 2.093), leading to the conclusion that the use of the "SI ANDI " flashcard games has a significant impact on the personal safety skills of early childhood.

4.1.4 *Worksheet Analysis*

Based on the scores of each type of worksheet provided (recognize, resist, and report), it can be determined to what extent early childhood knowledge is in each intervention session in the experimental group. The worksheet completion results (see Table 6).

Table 6. Analysis of Worksheet

Worksheet	N	Maximum Score	Average Score	%
Recognize	20	7	6,85	97,85
Resist	20	5	4,85	97
Report	20	4	3,85	96,25

The table above illustrates that the experimental group received three different types of worksheets: recognize, resist, and report. The recognize worksheet shows that 97.85% of the 20 subjects in the experimental group understood the content in the recognize session. In the resist worksheet, 97% of the children in the experimental group (N = 20) understood the resist content. The report worksheet shows that 96.25% of the children understand the report aspect information. Based on the results of the recognize, resist, and report worksheets, it is possible to conclude that most subjects in the experimental group comprehend the personal safety skills material presented in each session

4.2 *Discussion*

The "SI ANDI - *Siap Amankan Diri*" flashcard games has a significant impact on developing early childhood's personal safety skills. This finding is consistent with previous research indicating that using flashcards as a learning tool can be effective in teaching sexual education (Widiarsini et al., 2021) as it enhances cognitive abilities in children (Fajriani et al., 2022; Saadah & Yulia, 2022; Utami, 2023). The interactive use of flashcards can stimulate children's enthusiasm and eagerness to learn (Herayanti et al., 2017; Sunismi, 2015).

Several factors support the improvement of children's personal safety skills, including the teaching method, the content delivered, and the quality of the facilitator (Akbar & Mudzdaliffah, 2012). The considerable influence is due to the selected teaching technique customized to the features of early childhood, which emphasizes play (Papalia & Feldman, 2008; Widyati, 2014). The "SI ANDI" flashcard engages children in both learning and playing. The learning process through play allows children to explore knowledge, develop creativity, and learn enjoyably, aiding in their understanding of themselves and their environment (Wahyuni

& Azizah, 2020). These findings align with studies showing that learning through play can foster creative and cognitive abilities in early childhood (Holis, 2016).

The alignment of media with content facilitates children in absorbing the material (Azizah et al., 2017; Dames et al., 2019; Silvia & Wirabrata, 2021). The instructional material employed depends on the cognitive development stage of early childhood, which is the concrete operational preoperative stage (Khadijah, 2016). Children can better understand or receive information through clear visual examples rather than verbal explanations, therefore gaining a lot of knowledge through sensory experiences (Sulistiyowati et al., 2018). The usage of instructional media can help children enhance their learning outcomes (Nurrita, 2018). When developing play-based learning for early childhood, four aspects must be considered: clear and consistent game instructions, a challenging learning environment, games control options, and appealing visuals (Arbianingsih et al., 2018). The approach is implemented by separating the class into small groups, allowing students to actively participate in the intervention. Throughout the implementation of the "SI ANDI" flashcard games program, images and questions are presented as engagingly as possible, with clear and easily understandable instructions for the children. The usage of pictures in the form of cards can help subjects recall the topic (Agustina et al., 2022). This is consistent with previous literature that children find it easier to remember the sequence of skills when presented with visual media (Kumalasari & Kurniawati, 2018).

The content offered is the second aspect that helps children enhance their personal safety abilities (Akbar & Mudzdaliffah, 2012). The contents of the "SI ANDI" flashcard media are suited to the material provided to children, namely personal safety skills. The understanding that children have about how to protect themselves from sexual violence becomes the focus of children to avoid the threat of sexual violence perpetrators (Finkelhor, 2009; Walsh et al., 2018). This is consistent with previous research indicating that personal safety skills can be taught through behavioral skills training as a preventive response to child sexual abuse (Duma, 2017). The information teaches children the difference between bodies that can and cannot be touched (Neherta, 2017; Topping & Barron, 2009). If a child is faced with a temptation or threat to engage in sexual behavior, they can prevent it (Mashudi, 2015) and report the incident to an adult they trust (Çeçen-Eroğul & Hasirci, 2013; Topping & Barron, 2009).

The facilitator's quality is the third aspect that helps children enhance their personal safety abilities (Akbar & Mudzdaliffah, 2012). The treatment given by the facilitator is based on a module that has been compiled and validated by experts in the field. The material is presented with an emphasis on keywords so children can easily remember. This is in line with research that shows significant success in self-protection in children by providing many examples and repeating keywords to participants (Akbar & Mudzdaliffah, 2012). Children exhibit high enthusiasm when learning using flashcards. Facilitators provide worksheets to assess the personal safety skills of children in each session. The facilitator also provides positive reinforcement to children so that children are more motivated to learn. Positive reinforcement is critical in the development of educational games to increase motivation in children, particularly in terms of intrinsic motivation (Agudo et al., 2016; Akl et al., 2009). This increase in intrinsic motivation will help to motivate children to continue playing and learning so that children who

are actively involved in the games will experience a continuous learning process and can improve their skills in analyzing, synthesizing, and evaluating situations through the games (Akl et al., 2009; Arbianingsih et al., 2018).

The study generally answered the proposed hypothesis and can be used as a foundation for further research. However, the study still has limitations as a source of improvement for similar research. The number of subjects in this study is still limited. In addition, the limited age of the participants can affect the generalization of the results. This study focuses on a specific age range (4-6 years), so the results may not be representative of other early childhood groups outside this range. Further observation is needed to determine the long-term impact of using the "SI ANDI - *Siap Amankan Diri*" flashcard on the personal safety skills of early childhood to identify changes that occur with time. Identifying and resolving current limitations will improve the research's quality and help us better understand the impact of the "SI ANDI - *Siap Amankan Diri*" flashcard games on increasing personal safety skills in early childhood.

5 CONCLUSION

Based on the findings obtained from this study, it can be concluded that there is a significant effect of using the "SI ANDI - *Siap Amankan Diri*" flashcard games on improving the personal safety skills in early childhood. The personal safety skills of the experimental group exposed to the "SI ANDI - *Siap Amankan Diri*" flashcard games showed a significantly different impact compared to the control group that did not receive this intervention. The study generally answered the proposed hypothesis and can be used as a foundation for further research. However, the study still has limitations as a source of improvement for similar research. The number of subjects in this study is still limited. In addition, the limited age of the participants can affect the generalization of the results. This study focuses on a specific age range (4-6 years), so the results may not be representative of other early childhood groups outside this range. Further observation is needed to determine the long-term impact of using the "SI ANDI - *Siap Amankan Diri*" flashcard on the personal safety skills of early childhood to identify changes that occur with time. Identifying and resolving current limitations will improve the research's quality and help us better understand the impact of the "SI ANDI - *Siap Amankan Diri*" flashcard games on increasing personal safety skills in early childhood. Future studies might utilize this work as a literature review and expand the age ranges to evaluate the effect on a broader variety of early childhood populations. Furthermore, the flashcard media employed in the study could be adjusted to better align with the characteristics of the subjects being studied.

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