

Implementation of Children's Sex Education Through Psychoeducational Approaches

Adna Daruesa¹, Murfiah Dewi Wulandari²

^{1,2} Universitas Muhammadiyah Surakarta, Indonesia

Corresponding author, email: a510220035@student.ums.ac.id

Article info:

Submitted: December 17, 2025. Revised: January 10, 2026. Accepted: March 10, 2026

Abstract

Background - Sex education in elementary schools is often hindered by its sensitive nature, despite the urgent need for children to understand personal boundaries and reproductive health through age-appropriate approaches

Purpose - This study aims to examine the implementation of children's sex education through a psychoeducational approach at Muhammadiyah 16 Elementary School, Surakarta.

Method/approach - This research employed a qualitative design, with data collected through observation, documentation, and in-depth interviews involving the school principal, teachers, and students. These techniques were used to obtain comprehensive and in-depth information about the research phenomenon, allowing the researchers to understand the participants' experiences, perspectives, and the context in which the learning process took place.

Findings - The findings reveal that sex education through psychoeducation is implemented by adjusting learning materials to suit children's developmental stages and by applying interactive and communicative learning methods. This approach enables children to receive information in a manner that is age-appropriate, understandable, and relevant to their daily experiences. The program contributes positively to improving children's understanding and awareness of reproductive health, personal body boundaries, and the importance of protecting themselves from inappropriate behavior. However, several challenges remain, including limited instructional time, differences in children's levels of understanding, and the sensitive nature of the subject matter, which requires teachers to deliver the material carefully and appropriately.

Conclusions - This study provides empirical insights into the implementation of children's sex education in elementary school, particularly through psychoeducational approaches that are adapted to students' developmental stages. It also highlights the practical strategies, benefits, and challenges faced by schools in delivering sensitive reproductive health materials in an age-appropriate and communicative manner.

Novelty/Originality/Value - Serve as a reference for the development of more comprehensive and contextually appropriate educational programs in the future.

Keywords: *Child Sex Education; Psychoeducation; Elementary School*

Recommended citation:

Daruesa, A., & Wulandari, M. D. (2025). Implementation of Children's Sex Education Through Psychoeducational Approaches. *Lembaran Ilmu Kependidikan*, 54(1), 96-102. <https://doi.org/10.15294/lik.v55i1.39093>

INTRODUCTION

Psychoeducation is a type of therapy that is not only used for psychological problems but can also be used as a form of social movement with the goal of educating about mental changes (Natasubagyo & Kusrohmaniah, 2019). In other words, education is a process of delivering material aimed at creating change in individuals. Another view states that psychoeducation is an intervention approach to change an individual's behavior patterns, values, and life perspectives by emphasizing strategies such as goal setting, skill teaching, achieving satisfying goals, and relating to communication skills (Simon Bisji et al., 2019). Based on the review, psychoeducation can be a solution for delivering important information that can be beneficial for the community receiving the provided psychoeducation. Referring to the opinion of (Suprihatin & Azis, 2020) that psychoeducation has many types, one of which is sexual education.

According to Lukens & McFarlane (Juarni & Eva, 2020), psychoeducation is a treatment provided professionally by combining psychotherapeutic interventions and education. Psychoeducation is the provision of information and skills in the form of education related to life challenges while developing coping skills to face those challenges. This provision of information can utilize various media and approaches.

Sexual violence against children is a serious issue that can jeopardize a child's future, both in the short and long term (Sidiq, 2018). Sexual violence has become an increasingly urgent concern and may have negative impacts on an individual's future, as well as their physical and mental health (Dina & Lilif, 2024). Cases of sexual violence have drawn significant public attention and concern through social media, the internet, and news media (Rohima et al., 2023), indicating the need for immediate and appropriate intervention. Sexual violence refers to abusive behavior directed toward an individual without consent and carried out through coercion (Nafilatul Ain et al., 2022). It is also described as a range of sexual activities involving force and conducted without the victim's approval (Soejoeti & Susanti, 2020). Forms of sexual violence include physical, visual, and verbal sexual harassment, sexual intimidation, forced marriage, rape, sexual sanctions or torture, and forced pregnancy.

Previous studies indicate that acts of sexual violence do not occur solely in the physical world but can also take place in cyberspace in the current digital era (Šincek, 2021). Forms of online sexual violence include the dissemination of pornographic content, sexting or the sending and receiving of sexually explicit messages through digital platforms, sex calls, and video call sex (Basel et al., 2022; Shorea Helminasari et al., 2023; Simon et al., 2023). The threat of sexual violence has become increasingly pervasive among adolescents, who are now vulnerable not only to victimization in the real world but also in the virtual environment.

The causes of sexual violence are highly diverse, including the presence of intent and opportunity, low self-control among perpetrators, past trauma, gender inequality, limited sex education, exposure to pornography, social norms that tolerate or justify violence, silence toward sexual violence, and the tendency for individuals or groups with greater social power to impose norms on more vulnerable social groups (Intan Fadilah Nasution et al., 2024; Musa et al., 2023). Experiencing sexual violence has serious consequences for victims and can result in immediate impacts, such as physical, psychological, social, and material harm (Moningka & Soewastika, 2022; Nafilatul Ain et al., 2022; Rohima et al., 2023). Sexual violence is known to affect individuals regardless of age and gender and may occur in both real-life settings and online environments (Charolina et al., 2024). Therefore, adolescents need to be equipped with appropriate education to protect themselves from the threats of sexual violence in the current digital era.

Early childhood education institutions play an important role in the implementation of child protection (Roza et al., 2019). Children have the right to experience safety, peace, and happiness.

Therefore, children need to be equipped with social skills, such as self-help mechanisms, to enable them to protect themselves from various challenges, including child abuse (Septiani, 2021). Cases of sexual violence against children highlight the critical importance of providing sexual knowledge from an early age; thus, awareness of sex education needs to be fostered during early childhood (Sadriani, 2024).

Parents play a crucial role in children's sex education, as they are the first educators who can provide accurate information and shape positive attitudes toward sexuality. Previous studies have highlighted the challenges faced by parents in delivering sex education to their children. For instance, Djunaidi (2025) found that many parents lack sufficient knowledge of sex education, making it difficult for them to explain relevant concepts to their children, despite being aware of its importance. Although sex education is essential, many parents continue to experience difficulties in providing appropriate sex education materials to their children (Djunaidi et al., 2025). In addition, a study by Fransisca (2019) revealed that some parents perceive sex education as being necessary only for adolescents, leading them to overlook the importance of introducing sex education in early childhood. Parents may also be concerned that providing sex education could encourage undesirable sexual behavior in their children (Fransisca et al., 2019).

In Indonesia, discussions surrounding sexuality and education have long been ongoing. Through sexual education, children and parents need to learn when and how to seek help in cases of sexual violence. Promoting the idea that seeking assistance to break the cycle of sexual abuse is a necessary action—both preventively and therapeutically—and not something to be ashamed of is essential. The next stage involves helping students develop their personalities so that they are able to make appropriate decisions related to bodily autonomy, sexual morality, and other related aspects (Wahyuni et al., 2023). The high number of early childhood victims of sexual abuse, violence, and sexual crimes is believed to be strongly influenced by the limited acceptance and implementation of sexual education in both home and school environments. By providing supporting materials, such as information on physical and psychological changes, the functions of reproductive organs, and the importance of maintaining and caring for these organs, sex education aims to instill values and guide children's sexual behavior. In addition, social, religious, moral, conventional, and regulatory values are also incorporated into sex education programs (Tenri et al., 2022).

Sex education in schools aims to introduce children to their body parts, enabling them to recognize, care for, and maintain their bodies properly. Therefore, parents need to engage in discussions with their children about sexual education. When children receive sex education from an early age, they are less likely to feel awkward during adolescence and are more capable of taking responsibility for themselves. This study reinforces the literature on the effectiveness of psychoeducation as an instrument for fostering sexual health awareness from an early age in elementary school students. The implementation of a psychoeducation model focuses on developing a comprehensive sexual health perspective for children, not just providing temporary information.

METHODS

This study employs a qualitative descriptive research design. The qualitative descriptive approach adopts a naturalistic perspective, in which data are collected and analyzed without any manipulation. Qualitative research does not rely on statistical analysis but rather focuses on in-depth interpretation of descriptive data. The data obtained were subsequently analyzed qualitatively to produce an accurate and in-depth depiction of the phenomenon under study. A case study design was selected for this research. Case study design involves an intensive investigation focusing on a specific phenomenon or case within its natural context. This study

aims to comprehensively understand the unique characteristics of the case being examined.

The collected data were analyzed qualitatively to provide an accurate and in-depth understanding of the phenomenon under investigation. This study employed a case study design, which involves an intensive examination of a specific phenomenon or case within its natural context. The aim of this research is to gain a comprehensive understanding of the unique characteristics of the case being studied.

RESULTS AND DISCUSSION

This study demonstrates that the implementation of children's sex education through a psychoeducational approach at Muhammadiyah 16 Elementary School, Surakarta, was successfully conducted and yielded positive outcomes. The psychoeducational program was systematically applied, with teachers serving as primary facilitators, and adapted to the children's developmental levels. The materials covered included understanding bodily changes, personal boundaries, and the prevention of sexual violence. Interactive communication and the use of educational media supported students' comprehension. Evaluation results indicated a significant improvement in children's knowledge and awareness regarding reproductive health and self-protection.

A total of ten children who participated as respondents in this study demonstrated an understanding that children's sex education is highly important, as children are particularly vulnerable to sexual harassment and abuse. All of the children were aware of the potential impacts of sexual abuse and were able to apply self-protection strategies. During the study, the homeroom teacher, serving as the primary resource person, provided guidance to the children during free moments in the learning process, which served as motivation for the students. Several interactive media, including posters, videos, and small group discussions, were employed to convey the importance of early sex education. These interactive media supported learning and served as reminders of the critical importance of sex education.

Nevertheless, challenges remain, including limited instructional time and the sensitivity of the topic within school and family environments. Collaboration with parents and continuous teacher training are crucial factors in the program's success. This study emphasizes the importance of sex education through a psychoeducational approach as an effective preventive measure to enhance children's awareness and foster a safe and supportive school environment. An international psychiatrist Terry E. Lawson (Wulandari & Suteja, 2019) wrote a definition about child abuse, categorizing that there are four forms of abuse, namely Physical abuse, also known as physical violence. Emotional abuse, which is interpreted in Indonesian as emotional violence. Verbal abuse, which in Indonesian is interpreted as verbal violence, and sexual abuse, which is commonly known in Indonesian as sexual violence.

The factors causing sexual abuse on children according to Erlinda in (Sulistiyowati et al., 2018) are low public awareness of children's rights, character education at home, poverty or low knowledge about sexual education, the spread of malicious behavior across generations, social tension, and weak law enforcement. The implementation of children's sex education through a psychoeducational approach at Muhammadiyah 16 Elementary School, Surakarta, successfully produced a significant positive impact on students' understanding of reproductive health and self-protection. This aligns with findings indicating that psychoeducation can enhance children's awareness in recognizing bodily boundaries and preventing the risk of sexual abuse. The program was designed by aligning the learning materials with children's cognitive and emotional developmental stages, ensuring optimal delivery and making children feel comfortable while receiving this important information.

The use of interactive educational media, such as videos, posters, and small group discussions, was a key factor in the success of this psychoeducational program. Children were better able to understand the concepts presented when they could engage directly and were provided with concrete examples. This is consistent with previous studies showing that engaging learning media can enhance students' absorption of sex education. Moreover, the role of media is crucial in explaining personal boundaries to children, enabling them to more effectively apply self-protection strategies in their daily lives.

Although the program was implemented successfully, several challenges were identified during the process. One of these challenges was limited time within the school curriculum, as well as concerns from some parents regarding the sensitivity of sex education topics for early childhood. Therefore, effective communication and collaboration between schools and parents are essential to ensure mutual understanding and support in delivering age-appropriate sex education without causing unnecessary concern. Sex education should not be considered a taboo subject to be avoided but rather conveyed using an approach that aligns with children's psychological development.

Furthermore, continuous training for teachers is an urgent need to ensure they possess the competence and confidence to deliver sex education effectively. Teachers who are well-prepared and knowledgeable about the material can conduct lessons empathetically and enjoyably, allowing children to feel comfortable and freely ask questions. The use of creative teaching methods, such as simulations and educational games, also greatly contributes to fostering students' interest in learning about sex education.

Overall, sex education using a psychoeducational approach has proven to be an effective and preventive method for equipping children with the knowledge and skills to maintain reproductive health and protect themselves from sexual abuse. This education also contributes to shaping healthy and positive character in children, preparing them to face puberty and their future with accurate understanding and responsible attitudes.

CONCLUSION

This research provides practical contributions by offering empirically tested sexual psychoeducation modules to enhance elementary school students' understanding and self-protection attitudes towards sexual violence. The effectiveness of using interactive media, such as role-playing simulations and small group discussions, integrated within a religious-based school environment, has been shown to significantly improve students' knowledge scores on sensitive topics. Furthermore, this study emphasizes the strategic role of teachers as primary facilitators who bridge collaboration between schools and parents to ensure the consistent and sustainable continuation of children's sex education.

REFERENCES

- Basel, W. C. P., Sitasari, N. W., & Safitri, S. (2022). Bagaimana Self Disclosure Dan Cyber Violence Pada Pengguna Aplikasi Kencan Online Tinder Dewasa Awal Di Jakarta. *Jurnal Psikologi: Media Ilmiah Psikologi*, 20(2). <https://doi.org/10.47007/jpsi.v20i2.267>
- Charolina, W., Basel, P., Iriani, F., Dewi, R., & Sahrani, R. (2024). *Kontrol Diri sebagai Moderator Hubungan Kesepian dan Kekerasan*. 17, 396–404. <https://doi.org/10.35134/jpsy165.v17i4.459>
- Dina, M. K., & Lilif, M. K. F. (2024). *Penerapan Sekolah Ramah Anak untuk Pencegahan Kekerasan Seksual*. 7(2). <https://doi.org/10.31004/aulad.v7i2.674>
- Djunaidi, S. M., Rasyad, A., & Aisyah, E. N. (2025). Tantangan Orang Tua dalam Penerapan

- Pendidikan Seks Anak Usia Dini: Systematic Literature Review. *Aulad: Journal on Early Childhood*, 8(1), 375–383. <https://doi.org/10.31004/aulad.v8i1.1038>
- Fransisca, E., Sitio, S., Oktavia, S., Agesy, A., Timang, J. H., Kampus, K., Nyaho, T., & Raya, P. (2019). PENGETAHUAN ORANGTUA TENTANG PENDIDIKAN SEKS PADA ANAK USIA DINI. *Pintar Harati Jurnal Pendidikan Dan Psikologi*, 15(1). <https://doi.org/10.36873/jph.v15i1.1182>
- Intan Fadilah Nasution, Ferdy Muzzamil, Salwa Azzharah, & Aura Islamyazizah. (2024). Kekerasan Seksual Pada Remaja. *Observasi: Jurnal Publikasi Ilmu Psikologi*, 2(3), 235–244. <https://doi.org/10.61132/observasi.v2i3.498>
- Juarni, & Eva, S. (2020). *Efektivitas Psikoedukasi Pencegahan Kekerasan Seksual untuk Meningkatkan Keterampilan Keselamatan Pribadi Anak*.
- Moningga, C., & Soewastika, A. W. (2022). Psikoedukasi Untuk Masyarakat Melalui Media Sosial Info Bintaro. *KUAT: Keuangan Umum Dan Akuntansi Terapan*, 4(1), 20–25. <https://doi.org/10.31092/kuat.v4i1.1505>
- Musa, M., Latif, S. A., Yanti, E., Elvina, E., Susanti, H., & Almahera, R. (2023). Penyuluhan Hukum Pencegahan Kekerasan Seksual Pada Lingkungan Sekolah di MAN 1 Pekanbaru. *I-Com: Indonesian Community Journal*, 3(1), 368–376. <https://doi.org/10.33379/icom.v3i1.2371>
- Nafilatul Ain, Anna Fadilatul Mahmudah, Susanto, A. M. P., & Imron Fauzi. (2022). ANALISIS DIAGNOSTIK FENOMENA KEKERASAN SEKSUAL DI SEKOLAH. *Jurnal Pendidikan Dasar Dan Keguruan*. <https://doi.org/10.47435/jpdk.v7i2.1318>
- Natasubagyo, O. S., & Kusrohmaniah, S. (2019). Efektivitas Psikoedukasi untuk Peningkatan Literasi Depresi. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 5(1), 26. <https://doi.org/10.22146/gamajpp.48585>
- Rohima, S., Saleh, S., & Pertiwi, R. (2023). Sosialisasi Pencegahan dan Penanganan Kekerasan Seksual Pada Perguruan Tinggi di Kota Palembang. *Sricommerce: Journal of Sriwijaya Community Services*, 4(1), 49–60. <https://doi.org/10.29259/jscs.v4i1.113>
- Roza, D., Nurhafizah, N., & Yaswinda, Y. (2019). Urgensi Profesionalisme Guru Pendidikan Anak Usia Dini dalam Penyelenggaraan Perlindungan Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 277. <https://doi.org/10.31004/obsesi.v4i1.325>
- Sadriani, A. (2024). *Pinisi Journal Of Social Science*. 3(3), 111–118.
- Septiani, R. D. (2021). Pentingnya Komunikasi Keluarga dalam Pencegahan Kasus Kekerasan Seks pada Anak Usia Dini. *Jurnal Pendidikan Anak*, 10(1), 50–58. <https://doi.org/10.21831/jpa.v10i1.40031>
- Shorea Helminasari, Helnisa, & Kurnawati Pasulle. (2023). Peningkatan kesadaran publik terhadap Fenomena Sosial Sexting sebagai Kasus Kekerasan dan Pelecehan Seksual Anak Berbasis Gender Online di Kota Samarinda. *Masyarakat Berdaya Dan Inovasi*, 4(1), 29–38. <https://doi.org/10.33292/mayadani.v4i1.128>
- Simon Bisji, J., S Bisji, J., J Umar, S., Ogbole, A. J., Banje, Y. M., Takyum, C., Gideon, M. L., Ishaku, A., & Raymond, P. (2019). The effectiveness of psycho education on psychological wellbeing of adolescents in Jos South LGA of Plateau State. *Journal of Psychology & Clinical Psychiatry*, 10(05), 197–201. <https://doi.org/10.15406/jpcpy.2019.10.00653>
- Simon, S., Yulianto, A. T., Pararem, E. R., & Tanhidy, J. (2023). Faith Over Distance: The Christian Ethical Response to Phone Sex in Marital Long-Distance Relationships. *Religious: Jurnal Studi Agama-Agama Dan Lintas Budaya*, 7(3), 252–262. <https://journal.uinsgd.ac.id/index.php/Religious/article/view/21424>
- Šincek, D. (2021). The revised version of the committing and experiencing cyber-violence scale and its relation to psychosocial functioning and online behavioral problems. *Societies*, 11(3). <https://doi.org/10.3390/SOC11030107>
- Soejoeti, A. H., & Susanti, V. (2020). Memahami Kekerasan Seksual dalam Menara Gading di Indonesia. *Community: Pengawas Dinamika Sosial*, 6(2), 207. <https://doi.org/10.35308/jcpds.v6i2.2221>
- Sulistiyowati, A., Matulessy, A., & Pratikto, H. (2018). Psikoedukasi Seks untuk Mencegah Pelecehan Seksual pada Anak Prasekolah. *Jurnal Ilmiah Psikologi Terapan*, 6 (1). <https://doi.org/https://doi.org/10.22219/jipt.v6i1.5171>
- Suprihatin, S., & Azis, A. M. (2020). Pelecehan Seksual Pada Jurnalis Perempuan di Indonesia.

- PALASTREN Jurnal Studi Gender*, 13(2), 413.
<https://doi.org/10.21043/palastren.v13i2.8709>
- Tenri, A. O., Syukur, M., Manda, D., Torro, S., Rahman, A., Nurlela, N., & Najamuddin, N. (2022). Sosialisasi Penerapan Pendidikan Seksual Pada Guru Taman Kanak-Kanak sebagai Upaya Pencegahan Kekerasan Seksual Pada Anak Usia Dini. *Jurnal Pengabdian Masyarakat Indonesia*, 2(4), 445-450. <https://doi.org/10.52436/1.jpmi.690>
- Wahyuni, H. I., Faradita, M. N., & Syarifurrahman, I. (2023). Paradigma Guru Sekolah Dasar Tentang Edukasi Seksual Sejak Dini Sebagai Implementasi Sekolah Ramah Anak. *Anterior Jurnal*, 22(2), 88-93. <https://doi.org/10.33084/anterior.v22i2.4713>
- Wulandari, R., & Suteja, J. (2019). Konseling Pendidikan Seks dalam Pencegahan Kekerasan Seksual Anak (KSA). *Prophetic Professional Empathy and Islamic Counseling Journal*, 2(1), 61. <https://doi.org/10.24235/prophetic.v2i1.4751>