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**Sex Education in Family:  
Study on Children Living Far Apart with The Family**

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**Abstract**

Premarital sex is still a concern for parents and it is not acceptable behaviour in the community. Besides, it can cause infectious diseases, death of young mothers, susceptible to abortion, and other health risks. The purpose of the study was to obtain an overview of the family sex education of children living far away from home. The study used a qualitative approach with descriptive methods with data collection techniques using open-ended polls and in-depth interviews. A total of 43 students ' population of non-formal education study semester II who lives in boarding or contact in the city of Bengkulu (far from parents). Results show that students seldom discuss love, sex, parenting and family planning in a family environment. Topics discussed in the home environment of sex education are only limited to planning education is not the plan of the family. Majority of parents using the story approach to introducing sex education with limited. The way parents monitor the sexual behaviour of children far apart by calling the child, asking the close relatives, friends and owners of the Boarding house and strengthening the religious enhancement. Next way special girls are visited at least once a month.

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## INTRODUCTION

Data Survey of demographics and Health of Indonesia in 2017 revealed that about 2% of women aged 15-24 years have had sexual intercourse before marriage, while 8% of young men in the same age range have also Sexual intercourse before marriage. The danger again was 11 per cent of whom claimed to have suffered unwanted pregnancy (Azizah, June 11, 2019). Still on the same data, according to the courtship behaviour, 79.6% of teenage boys and 71.6 per cent of girls have been holding hands with their boyfriend. At a higher level, 48.1% of teenage boys and 29.3% of teenage girls once kissed the lips. At a higher level, 29.9% of teenage boys and 6.2% of girls have been fingered/stimulated by their spouses.

Premarital sex is still a concern for parents and it is not acceptable behaviour in the community. Besides, it can cause infectious diseases, death of young mothers, susceptible to abortion, and other health risks. Psychologically, of course, will be subjected to changes in behaviour that will eventually ruin the harmony of the household. Aziz (2015: 169) states that the spread OF HIV/AIDS in Indonesia is more dominated by the free sex attitudes performed by the couple in vain.

The figure, in line with the survey results of Kemenkes 2019, that 97% of junior high school and class I high School and 2nd grade have access to pornographic content. Where to access the Pronografi content itself is done by children in their rooms. Access to majority pornographic content is done through mobile phones, this, of course, can adversely affect the development of child life patterns when not followed wisely. (Febriani, June 11, 2019).

Bengkulu Province, based on the results of the survey RPJMN in 2012 with samples of 517 teenagers, it is known that 3.5 per cent said that already had pre-marital sex and 3.11 per cent said he did not know (do not want to answer). The survey also explained that the highest age group having pre-marital sex was 16 years old, 18 years old and 19 years old. The age is dominant when the youth graduate high school or during the transition from high school to higher education. The place that is most often used as a place for pre-marital sex is done in the house itself (parents house), in boarding house, but the location is considered safer.

Sadly, if a child has pre-marital sex is done at home and in boarding house. This shows the resilience of families who have young children very fragile. If in boarding house, it shows the

elderly's watches is very weak towards the lives of his children outside the house or who is not one house with parents. But in fact, this can happen due to lack of education on children and parents about teenage sex age and the role of parents in doing education to his son.

Some people, sex education especially matters relating to sex are still very clubbing to be talked about between parents and children. Even in educational institutions, the portion of sex education is still minimal. Older children of adolescence or early adulthood are poorly educated about sex education, so they seek knowledge of sex education wildly and freely. If you get the information well, the child will be well educated, but if you get the wrong information it will result in a distorted child's life.

Family education as part of the national education pathway certainly provides a major role in national development. The family as a leading guard in educating the child in the outdoor environment (informal education) and being the foundation of the child in knowing many things, including sex education. Many theories and research have stated that sex education should be taught from an early age, while in a family environment.

Sex education is, in fact, useful to provide true, actual and trustworthy information about sexuality and human reproductive health. More broadly, sex education also teaches about values that must be high in community life concerning the norms of persistence and firmness. The education gained in sex is emotional maturity and a human attitude towards everyday behaviour related to sex. Wylie (2010: 440-444) in his research concluded that people who have sufficient information regarding sex education and accurately tend to be more satisfied with many aspects of their sex life.

Age 18-19 years is the age in which the child has completed a high school education/ equivalent in formal education. Sure to be a new thing faced by the child who will continue the lecture but far apart from the elderly or not staying with the parents so that the child must stay independently with boarding. This situation is the transition period for children who have changed to psychic, physiology and social. Monitoring of their behaviour by parents began to be difficult because their distance, time and environment had become increasingly widespread. The life away from parents' watchmen certainly became vulnerable to those who deviate distorted sex and sexual abuse.

## METHOD

This research uses qualitative approaches using descriptive methods. Guba and Lincoln (in Herdiansyah, 2010) The qualitative approach of using a natural setting (*naturalistic*) aims to gain a deep understanding of age and social problems by interpreting How the subject gains meaning from the surrounding environment and how that behaviour affects their behaviour. Nazir (1988) suggests a descriptive method is a method of researching the status of a group of people, an object, a set of conditions, a system of thought or an event class at present with the intention of creating a description, Systematic, factual and accurate regarding the facts, traits and relationships between the phenomena investigated.

Data collection techniques are by interviews and questionnaire. A data source is a 2nd-year student of the school 2018/2019 Study Program of Non-formal Education that is located in the boarding, and parents of students whose children live boarding. The interview was conducted to students by confirming the questionnaire that had been filled by the student. Collection of data through the questionnaire sent to the students ' parents. The validity test of such data is carried out by the triangulation of the source, by confirming the student's and parents ' delivered.

The population in this study is a student and a two-semester college living boarding/contact in the city of Bengkulu amounted to 43 people participating as a subject. The number of subjects of male gender was 11 people and females as many as 32 people.

## RESULTS AND DISCUSSION

A total of 43 students filled out the questionnaire and researchers directly interviewed the students to confirm the questionnaire. Of the 43 questionnaire sent to the student parents, only accumulated 36 sheets of Quisoner are complete and can be validated properly.

The results of interviews with students challenge howa They interpret sex education, known to a total of 39 students admitted very rarely discussing love, sex, parenting and family planning. They consisted of 11 men and 28 women. They reasoned still clubbing if they discussed such things with the elderly and are afraid of the subject to the elderly. Male students tend to be more enclosed to their parents than female students. There are only 4 women who often discuss love, sex and family planning, the period between 2-4 weeks of discussing. While the boys never dis-

cuss love, sex, parenting and family planning.

The results of the poll sent to parents about the parents ' insight on sex education, their average answer to sex education are limited to the interaction between the opposite gender, the introduction of sensitive organs, Marriage, childbirth, choosing the right contraceptive device, and maintaining vital organs.

Marin, et al. (2019: 582-596) In his research reveals that attitudes towards the information of sexuality that must and should not be delivered by parents to adolescents, that most must convey a comprehensive sex education and with some Certain restrictions. Only 6% expressed inappropriate sex issues and 4% handed over to educational institutions to teach sex education. The same is also conveyed Haberland and Rogow (2015: 515-521) that providing a comprehensive education of sexuality allows larger can reduce infectious sex diseases and unwanted pregnancies.

Alwan (2011: 15) stated that sex education is an effort to teach, awareness and explanation of problems relating to sex, instinct and marriage. Furthermore, Reiss and Halstead (2004: 10) stated that sex education is more than just a study of human sexuality in studying biology or social sciences. The purpose of studying human sexuality is to know more about sex and the purpose of sex education is to encourage some kind of skills or prowess, attitudes, tendencies, attitudes, critical reflection towards personal experience. Two kinds of sex education can be taught to children, among others: (1) *Sex instruction*, which is information about anatomy such as hair growth in the armpits, about biology from reproduction, including family coaching and Methods of contraception in pregnancy prevention. (2) *Education in sexuality* covers the areas of ethics, moral, physiology, economics and other knowledge needed for one to understand his or her own as a sexual individual and to do good interpersonal (Mukri, 2015: 1-20). Besides, Walker (2005: 417) Sex education plays a positive role in building a happy home. 57% of women who received sex education at an early age, they were happily married.

The student and parents ' enrichment of sex education are limited to *sex instruction* covering the interaction between the opposite gender, the introduction of sensitive organs, marriage, childbirth, choosing the right contraceptive device, and Keep the organ vital. Still, need further education on sex education for students and parents.

Results for students on the topic of sex education discussed and taught in the family

**Table 1.** Summary of questionnaire results and interviews with students and parents

Students	Parents
<p>Very rarely discussing love, sex, parenting and family planning. Discussing sex is still a clubbing.</p> <p>Male students tend to be more enclosed to their parents than female students.</p>	<p>Sex education is an interaction between the opposite gender, the introduction of sexual-organs, marriage, childbirth, choosing the right contraceptives, maintaining the health of the body, keeping the child from free sex.</p>
<p>The topics of sex education discussed and taught in the family environment include education planning, post-graduate planning, prospective husbands (for women).</p> <p>There is not much to be discussed by male students. Simply of body and reproductive health.</p> <p>The approach that parents use the majority through stories about the experiences of parents during their life-related love, childbirth, married, parenting and education for children. It is also a daily behaviour.</p> <p>Calling, Video Call, came to Kostan for a visit.</p>	<p>Topics that parents often cover about sex education, around gender (reproductive) health, body Health, no free sex, family plan, work after completion of college.</p> <p>More mothers are talking about sex education.</p> <p>The approach of storytelling and attention, religious sciences to keep yourself and behave good and give a good example in front of the child.</p> <p>Make a call at certain hours, ask your relatives, close relatives who are in the city of Bengkulu, ask their close friends, communicate with the owner of the boarding house, make a visit and equip with religious education.</p>

environment include discussing education planning, post-graduate planning education at university, discussing prospective husbands (for women). More closed male students talk about sex education in the family environment. There is not much to be discussed by male students, only in the body's health and reproduction, such as how to maintain body health, body hygiene and good diet. The Results of the questionnaire written by parents on the topic discussed sex education is about the health of reproductive equipment, health of the body, the appeal of not having free sex, family plans and work after completion In college.

Findings on topics discussed and taught in the family environment supported the research findings conducted by Thianthai (2019: 180-194) stating that there is a distinct interest in sex education, young people are more interested in Changes occurring during puberty and seeking to identify themselves or define gender while parents are more interested in sexual health issues and prevention and self-evaluation. This suggests there are different interests between young people and parents in reviewing and discussing sex education, so education must be aligned on certain segments of sex education in the family environment.

Halstead and Reiss (2004: 211) stated that

ideally, the topics discussed in sex education were about family, parenting, planning, and the most important thing is to prepare children in entering life Family as adults. When viewed from the respondents, it tends to have not touched many major values in sex education, still more inclined to live planning alone.

Based on the interview and the questionnaire on students and parents about the approach that parents use in the child sex education that is far apart, the majority of parents approach the sex education of their children through Stories about the experiences of parents during their lives relating to love, childbirth, marriage, parenting and education for children. Besides, parents give examples with their behaviour in everyday life. The tendency in boys, parents only approaches with behavioural actions or examples and rarely tell about sex education.

The approach of the story is done by the parents seen from the writing and validating the description of the student, who has the following traits: Stories originating from the outside of the parents, such as revealing from things that people Parents heard from the neighbourhood, read books and from the things they observed. The next story that comes from within the parents is an experience, or ever written in a diary, and or told directly his experience.

If we agree that the love and positive values contained therein are part of sex education, Halstead and Reiss (2004: 249) describe a suitable approach to applying to children related to sex education, among others: (1) Approach through the story, which is the approach through stories that have origins that are outside of us like the stories we hear, or we read, or that we observe and stories that come from within as we write or that we Tell me. The stories are written or told, describing their own experiences involving educative reflection; (2) The approach through history, which is a perspective offered by the approach of historical prosecution in understanding the love relating to sex education. Historical approaches help clear contemporary attitudes toward sex education that is dynamic and possible to change in the future. Children need to be helped to be self-reliant, flexible and open-thinking when they want to overcome those changes. That is, with a historical approach gives the child a picture of events, events, the information in the past to become comparisons and improvements in the present and future; (3) Brehm in Halstead and Reiss (2004: 253) A psychological approach is an approach that touches the natural side of humans who are not satisfied only with pleasure, the need for familiarity, the need for someone who can safeguard, the need to secure Importance, requiring someone who is our support, they need to feel the loyalty of others to us and perhaps the need to need each other. This means that with a psychological approach, the child feels a strong emotional bond with the family and people around, so they feel useful and have a proud role in the family and the environment; (4) Sociology and sociobiological approaches, this approach assumes that individuals carry the natural qualities of love that come from the beliefs, and expectations of the wider society or cultural group, and their individual experiences in terms of love understood and interpreted in the radiation of such beliefs and expectations. In sex education, various sociological and sociobiological things affect among others, the social class, religion, ethnicity, economic factors in the interaction of the opposite sex, family and society; (5) A philosophical approach, that the concept of this approach is not an idea that is easily denied, that when already discussing love will bring commitment, as well as when discussing sex education then there must be a strong commitment.

In general, parents have used these approaches, but more dominant parents are using a storytelling approach to sex education. However, there are also words to the boys who are more

likely to be more than daily behaviour or more towards the psychological approach and sociological and sociobiological approaches because of the tendency of the more inclined boys.

Based on the results of interviews and questionnaire, the way to monitor the sexual behaviour of the child is far away from most quickly and easily is to call the child at certain hours and always give news when going to activity. An intensity of calling to girls is much more than to parents who have boys. In addition to the call, monitoring of child sexual activities is done by asking the relatives, close relatives who are in the city of Bengkulu both living and working in the city of Bengkulu.

The way to monitor the next sexual activity is to ask the children about their attitudes and daily life to their close friends from the same region. Subsequent monitoring by communication to the owner of the boarding house where the child resides and asks for the circumstances, behaviour and activities of the child while in the contract. The next way of monitoring is specifically for girls with a minimum of one-time visit in a month. Furthermore, the way family with girls is religious education, the girls are taught to close the loins with Hijabi in daily activities, regularly following religious activities.

As for boys, it tends to be looser in monitoring against sexual activities conducted by parents. Parents are only monitoring through the phone and listening to stories when the boys return home and ask the nearby park. But the monitoring intensity is only within 2-3 months. Boys are less visited, even barely ever. Only at the time of first transfer to the Boarding house and at certain times when there is a business or activity in the city of Bengkulu.

Nurhidayah (2011: 181-212) in his research stated that there was an influence between the parents ' communication on reproductive health with adolescent sexual behaviour, meaning that the more intensive communication the parents were doing would be increasingly Good teen sexual behaviour. In other studies, Musthofa and Winarti (2010: 32-41) found that the results of pre-marital sexual behaviour carried out by students whose parental control was poor in student activity in the great potential of relationships Pre-marital sex than a student who gets better control.

This suggests that those with a more permissive attitude toward sexuality will tend to have premarital sexual intercourse. It is necessary to be protected with sex education to increase *self-efficacy* as a manifestation of the ability to determine healthy sex behaviour and appropriate norms.

Erhamwilda, et al. (2017: 493-501) in his research reveals that in sex education, there needs to be a collaboration between school teachers and parents following Islamic religious approaches to preventing and protecting children from sex abuse and violence Sexual. Santelli, J.S. et al (2018: 1-18) Sex education based on school or educational institutions involved in socializing it turned out to be a protective factor of free sex because learners have good information. Many children at school age feel the same thing and not well-delivered information about sex education. This means the religious approach that uses collaboration with schools/places of education is very good to be applied to convey sex education.

The way parents are monitoring their children through familiarity with their children is often possible to communicate and establish closeness. Monitoring against girls is more stringent than boys. Boys are more likely to be loose in parental monitoring. Then there needs to be more monitoring of boys and education in the sex education that suits the child's portion.

## CONCLUSION

Based on results of research and discussion conducted, students rarely discuss love, sex, parenting and family planning in the family environment. Topics discussed in the home environment related to sex education are limited to education planning, post-graduate planning education at university, discussing prospective husbands (for women). More closed male students talk about sex education in the family environment. The topics discussed are indeed more in the direction of education planning rather than family planning. The way parents monitor a child's sexual behaviour is far apart by calling a child, asking close relatives, friends and boarding house owners. The next way special girls are visited at least once a month and fortify with religious education. For boys, the monitoring tends to be looser than girls.

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