



## **Teacher Strategies in Improving the Quality of Learning in the Era of Disruption in Early Childhood Institutions**

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### **Abstract**

The rise of news about crimes of sexual violence in early childhood has resulted in the number of sexual violence in Indonesia increasing drastically every year. This can be seen from the KemenPPPA data which states that sexual violence experienced by children in Indonesia reaches a percentage of 45.08%. This study aims to determine the concept of sexuality education in UNNES Labschool Kindergarten and the integration of sexuality education in UNNES Labschool Kindergarten. This study used a qualitative research method with a case study approach at the UNNES Labschool Kindergarten. Data collection techniques were carried out by interviews, observation and documentation. Methods of data analysis using descriptive analysis. The results of this study indicate that the concept of sexuality education starts from identifying children's self-identities until children know how to protect themselves from attempts at sexual violence. And basically children already know their own identity and are able to protect themselves from attempts at sexual violence. Parents have hope that in the future there will be an association or organization that can deal with sexual violence against children. Actually, sex education and sexuality education have different meanings.

### **How to cite**

## INTRODUCTION

This article discusses the integration of sexuality education in Early Childhood Education (ECCE) units. The data presented in this article are sourced from previous studies by researchers (Khusnia & Formen, 2023) at TK Labschool UNNES.

Every year cases of sexual violence in Indonesia have increased, especially in the last 3 years with the Covid-19 pandemic, sexual violence has increased rapidly. Information from the Ministry of PPPA (Ministry of Women's Empowerment and Child Protection) states that in the last 3 years data on violence against children has increased very rapidly. In 2019 there were 11,057 cases of violence against children, in 2020 11,278 cases of violence against children, in 2021 there were 12,556 cases of violence against children. However, the amount of violence experienced by children, the most is sexual violence whose percentage reaches 45.08%.

One of the factors causing sexual violence is because adults consider that the position of children as weak and helpless, the morality of perpetrators of sexual violence in children is low, parental control and awareness and the role in anticipating crimes in children are also low (Ligina, Mardhiyah, & Nurhidayah, 2018). Other factors are the proximity of the perpetrator to the victim, the role of the perpetrator and the position of the victim, environmental influences, such as being far from crowds, quiet, or closed places that allow perpetrators to commit sexual violence (Saitya, 2019). Lack of understanding and reluctance to provide sexuality education to children because they think it is taboo to talk to children, therefore it can result in and make children become targets of sex criminals (predators) to carry out their actions.

The above reality is a warning for parents, teachers, and the general public to increasingly realize how important sexuality education is from an early age. The introduction of sexuality education is very necessary with the aim of building a better future for children. Sexuality education is given to children with adjusted age development of children. Sexuality education not only teaches about reproduction, but sexuality education for early childhood deals with issues of custom, religion, art, morals, and law. Sexuality education in early childhood leads to efforts to provide great knowledge as an effort to teach, awareness, and reflect on sexual topics so that children are able to adapt to the times (Nadar, 2018).

Parents and teachers should provide in-

formation about sexuality education. Discussing sexuality education is not an easy thing. Moreover, what parents have in mind when they hear the word "early childhood sexuality education" is to teach children to have sex. So it is considered taboo by parents and parents are reluctant to provide sexuality education to their children (Darmiany, Nisa, Nurhasanah, Tahir, & Asrin, 2019). Indirectly, the 2013 curriculum (K-13) has stated sexuality education for early childhood. Implementation is hampered by teachers' lack of knowledge about sexuality education in early childhood and the methods used in schools are too monotonous in their learning. That is the reason why sexuality education has not been as expected. In addition, sexuality education that has been carried out has not received a comprehensive evaluation (Fajrin, Junanto, & Kurniasari, 2020).

Sexuality education in early childhood is providing information to children and forming beliefs about the concept of sexuality, such as sexual identity, sexual anatomy, reproductive health, and emotional relationships. Sexuality education is one of the most important things in the world of education that must be given to children. with the aim that there is no behavior or something that deviates from both others and one's own children. Problems in sexuality education are less noticed by parents, most parents leave it entirely to teachers in schools. If children do not get sexuality education from their parents or teachers, then children will seek information from anywhere.

According to Sigmund Freud the stages of personality development proceed through 5 phases, the first oral phase from 0-18 months of age, the second anal phase from 18 months to 3 years of age, the third phallis phase from 3-6 years of age, the fourth latent phase from 6 years of age until puberty, and the last is the genital phase from entering puberty until the next (Rohayati, 2020).

Previous research has mostly focused on the role of parents in sexuality education, but schools are also a place for children to get sexuality education. Therefore, researchers are interested in researching more about the integration of sexuality education. In addition to rarely researching, schools also have a contribution in providing sexuality education. There is one level of pre-school education in Semarang that makes sexuality education a stand-alone learning, namely TK Labschool UNNES. In addition, at TK Labschool UNNES also develops learning media for sexuality education. Based on this descripti-

on, researchers need to conduct more in-depth research on "Integration of Sexuality Education in Early Childhood Education Units (PAUD)".

## RESEARCH METHODS

The design of this study uses qualitative research methods. Qualitative research is research used to examine the condition of natural objects, where researchers are key instruments. In this qualitative research, data source sampling was carried out purposively and snowball, data collection techniques in this study using triangulation (combined), data analysis in this study is inductive or qualitative, and the results of this study emphasize meaning rather than generalization (Harahap, 2020).

Participants in this study included teachers (1 person), students (12 children), and parents (2 people). The data in this article was collected using interviews and documentation. By using data triangulation techniques (field notes, interviews, documentation) to obtain valid data.

## RESULTS AND DISCUSSION

### Understanding Sexuality Education for Early Childhood

Sexuality education is no longer a taboo subject for now. Because it is seen that there is a lot of violence experienced by children, besides that it is seen from the increase every year regarding cases of sexual violence. So children need to get sexuality education from an early age. The age of children to get sexuality education is a debate among parents.

*"Sex education in children should be given when children are 3-4 years old" PRA*

*But SSR says something different, as shown in the following interview excerpts.*

*"In my opinion, the ideal age, yes, at this time is 5 to 6 years old or the ages before elementary school is also the right age, because of that, he already knows what kind of abnormality he is and knows his limbs" SSR*

*However, this is corroborated by IJI which states.*

*"En fait, dès l'utérus, il y a aussi l'éducation sexuelle jusqu'à ce que l'enfant se reconnaisse pour se protéger des tentatives de violence sexuelle." IJI*

According to the theory of sexuality, psychoanalysis, the theory of Sigmund Freud which states that sexuality education is given from infancy and will undergo changes in puberty. Providing sexuality education begins at the age of 0-3 years parents have begun to introduce

the names of children's body parts, at the age of 4-5 years parents can explain about a baby in the mother's stomach, at the age of 6-8 years begin to talk about cause and effect during puberty the goal is to prepare the child, and at the age of 9-12 years begin to talk about changes in puberty (Kwirinus, n.d.).

Sexuality education at TK Labschool UNNES has an interrelated concept from kindergarten A to kindergarten B. One of the IJI participants said.

*"Here has a big concept that is me and you or you and me. It starts with identifying who I am and who you are, I'm a girl and you're a man, and how I behave I'm a woman and you're a man, when I'm a man I have to be what when I go into the toilet and when I'm a girl I have to be when I go into the toilet. And the sub-themes are always related from kindergarten A to kindergarten B" IJI.*

Not only in schools teaching sexuality education but at home also parents must teach sexuality education. Parents of Labschool UNNES kindergarten students have different ways of teaching about sexuality education. There are parents who teach by using educational dolls to recognize the differences between men and women. But other parents teach sexuality education by communicating with their children, both from school and play.

International research states that sexuality education applied in schools is used as a reference for parents in implementing sexuality education at home. Most parents show a good attitude towards sexuality education and state that the content in sexuality education must be appropriate for the child. In some conservative countries such as Malaysia and Bangladesh parents choose sexuality education that is in harmony with their religious teachings, values and cultural context, there are also some researchers who state that parents choose sexuality education to focus more on abstinence (Kee-Jiar & Shih-Hui, 2020).

A study states that one of the materials in the book discusses privacy, where parents train children to respect family members who are bathing or knocking on the door when they want to enter the room. Rules applied by families regarding privacy can anticipate sexual behavior that is not appropriate for the child's age (Tampubolon, Nurani, & Meilani, 2019).

Parents at TK Labschool UNNES towards sexuality education have a positive response because parents know sexuality education for early childhood is a child's need that must be met, besides that with sexuality education, children can protect themselves from attempted sexual violence.

ce. However, there used to be parents who had a negative response to sexuality education because of a lack of understanding about sexuality education to early childhood. Then a teacher invites the parents to discuss sexuality education, the teacher explains what sexuality education for early childhood is, and in the end the parents respond positively to sexuality education.

International research says that a mother in Korea who has a preschooler will struggle to get a chance to get information about sexuality education for children. In Korea a mother will always be present if there is parental sexuality education anywhere because they can learn from the whole content of early childhood sexuality education. Mothers who participated in the study said that the provision of sexuality education to children should be adjusted to the child's development (Lee & Kweon, 2013).

Not only parents have a response to sexuality education. But a child also has a response to sexuality education, the child has both positive and negative responses. This can be seen in the interview excerpt below.

*"I enjoy learning about you and me because it's also fun to learn about you and me" YHA*

*"I don't like learning today, yak arena doesn't like it" FTH*

Children respond positively because children like the theme of learning, like the learning, like the atmosphere of the class, like the teacher, and like the excitement of learning. But there are children who respond negatively because they don't like their learning, don't like the excitement in their learning, and don't like the theme of learning.

A journal states that childhood only receives limited stimulation, therefore it can be facilitated by learning using interesting media. Learning that uses toys will increase a child's understanding, one of which is a learning method that suits children, namely by playing (Lestari, Iswanti, & Haji, 2018).

#### ***Integration of Sexuality Education in Early Childhood at UNNES Labschool Kindergarten***

Sex education with sexuality education has different meanings. Sex education is specifically for adolescents, for husband and wife, which is related to how to have a healthy conjugal relationship, how good male and female relationships, related to male and female genitals. While sexuality education is more directed to the development of education related to men and women, how to take care of themselves, how to take care of themselves, toilet training, how to maintain

genitals, how to BAK that is good for men and women, when others cover the aurat we should not open it. Therefore, what is more appropriate for early childhood is sexuality education.

Sexuality education not only teaches about self-identity to children, but sexuality education also teaches mutual cooperation with friends and mutual respect between friends. You can see the interview excerpt below.

*"With sexuality education, children can work together in working on a project. Children also know when to cooperate with their friends and what toys can be shared with their friends." IJI*

International research states that the characteristics of learning sexuality education for early childhood are inter and intra-personal skills, which include good listening skills, effective communication skills, the ability to work as a team and communicate with a team, follow rules and policies to help protect all involved, in addition to including in terms of children's self-confidence, open thinking, comfortable with their own sexuality, patience, sensitivity, maturity, and self-reflection of personal biases (Balter, van Rhijn, & Davies, 2018).

In addition, children are also taught mutual respect between their friends. The children at Labschool UNNES Kindergarten already know who can kiss her, who can see or hold her body, the children already know that it is not allowed for strangers, only their parents can hold, see her body, and kiss her. This can be seen in the interview excerpt below.

*"Who can kiss and hold my body mama if friends can't kiss and hold my body." QNS*

Children at Labschool UNNES Kindergarten are also taught about toilet training, where children already know the reason why male and female toilets must be separated. They know that a woman if she wants to enter the toilet must be in the women's toilet and not with a man, they know that women and men are of different genders, and with toilet training we can all keep each other's privacy. This can be seen in the interview excerpt below.

*"The men's and women's toilets must be separated because men and women are different." ENO*

A journal states that after children get sexuality education, children can know and can show which body parts can and cannot be touched by others and can already face if they meet strangers. It can be concluded that with the education of sexuality, children maintain their own privacy and also maintain the privacy of others.

Learning sexuality education at TK Labschool UNNES has a learning plan which

begins with starting to know who I am? Who are you?, when I'm a girl what should I do? And when I'm a man I have to take care of myself?, what should I do to you?, how should I take care of myself?, and I have to take care of myself?. Those are all themes that will be taught to students of UNNES Labschool Kindergarten students, where friends from kindergarten A to kindergarten B are related. In addition, the material that will be taught to children about self-identity, male and female, boys and girls, our bodies, when we are babies, how to care for or maintain the body, how to take care of the body, family and people around me, me and my mind, my feelings and your feelings, whether you can always do what you want.

Not only schools that have learning plans but also at home as parents must also have plans in teaching sexuality education at home. Parents consider children as friends so that children can be open about sexuality education, besides that children also do not feel closed with their parents. And parents want their children to always have communication with their parents about activities at school and outside school. This can be seen in the interview excerpt below.

*"The way for children to be open about sexuality to their parents is by always communicating with their parents, after school or playing always telling stories with their parents."* PRA

A journal states that the family is the most basic foundation for children's education. In the family, learning about sexuality education is one of the most important to be taught to children from an early age. It can be started with an introduction to sex differences, clothes used, how to sit, and so on (Hasiana, 2020)

A learning after planning then the implementation of learning. Where students at UNNES Labschool Kindergarten can already distinguish between men and women. They see the difference from their daily appearance, way of dressing, hairstyle, nature, toys, and there are also those who can distinguish in terms of the name of the genitals. This can be seen in the interview excerpt below.

*"I have also been able to distinguish between men and women, the difference is if women wear skirts if men wear pants, then if women have long hair if men have short hair."* RZA

International research states that the first content in sexuality education is reinforcement of children's self-identity by saying that boys and girls are different, it is taught through instilling a sense of being a man and a girl, then what needs to be taught about body parts, children know

body parts in general which means children learn body parts that can be seen by others (Wan Nawi et al., 2021).

In addition, gender recognition as the initial foundation for gender equality. There are many values contained in the application of gender education. The purpose of gender education is the realization of gender equality as an effort in understanding so that children can understand in positioning roles as a man or a woman (Utomo & Ekowati, 2019).

The last one is a learning evaluation of learning. Parents realize that sexuality education is very important for children's development, because with sexuality education, children can protect themselves from attempted sexual violence. It is hoped that in the future there will be an association or organization to become a forum for children and parents who are victims of sexual violence, with the existence of associations or organizations, children and parents will no longer be ashamed to tell about sexual violence crimes. In addition, a child also has a desire to know a pregnant mother. This can be seen in the interview excerpt below.

*"Want to know how the baby that comes out of mama's belly is through which?"* YFN

It is very necessary and very important for sexuality education for children from early childhood to adolescents massively, which aims to provide a good understanding of sexuality and prevention of deviant sexual behavior from sexual violence and sexual crimes (Wajdi & Arif, 2021). By providing sexuality education, responsible individuals are formed, efforts to provide knowledge about the function of reproductive organs between men or women by instilling moral and ethical values (Yusuf, 2020).

## CONCLUSION

The concept of sexuality education at TK Labschool UNNES has a big concept, namely you and me. TK Labschool UNNES makes sexuality education learning a special learning which has its own room and its own teacher who teaches about sexuality education. Learning sexuality education starts from recognizing children's self-identity until finally children can protect themselves from attempted sexual violence. Not only that, sexuality education also teaches about mutual cooperation and mutual respect. Children in UNNES Labschool Kindergarten can already distinguish between boys and girls. Sexuality education is very important to be given from early childhood because with sexuality education,

children's developmental needs will be met.

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