



Knowledge of Children Sex Education Ages 5-6 Years Reviewed from The Implementation of Protect Our Selves Media

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DOI: <http://dx.doi.org/10.15294/belia.v9i1.28760>

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History Article

Submitted 5 February 2020

Revised 13 May 2020

Accepted 4 June 2020

Keywords

Early Childhood; Knowledge; Media Protect Our Selves; Sex Education

Abstract

Cases of adult sex abuse against children are rampant, indicating that sex education from an early age is very important. Adults consider children as innocent beings, so they are often targeted by sex. Child innocence is also used by individuals to carry out immoral acts against children. The problem statement from this study is whether there is a difference in knowledge about early childhood sex education before and after the application of the Protect Our Selves media in learning, and whether the mean score after being given the application of the Protect Our Selves media in learning is knowledgeable about sex education is higher than the child before applying the Protect Our Selves media. The aim is to obtain facts and explain the differences in knowledge of child sex education before and after using the Protect Our Selves media and to explain that children who learn to use the Protect Our Selves media have higher knowledge about early childhood sex education than children before using the Protect Our Selves media. This research is a kind of quantitative research with the research subjects being children aged 5-6 years at Pertiwi Gambuhan Kindergarten Pulosari District, Pemalang Regency, with 31 children. Methods of data collection in the form of observation, Likert scale, documentation. Technical data analysis using descriptive analysis. The results of the study based on statistical calculations, obtained $t_{\text{count}} = 10.36212$ from the distribution list t with $t_{\text{table}} = 2.042$. So that it can be concluded that $(t)_{\text{count}} > t_{\text{table}}$ then H_0 is rejected and H_a is accepted. So there is a significant difference between the knowledge of sex education in children before and after the application of learning through the media Protect Our Selves. Based on the descriptive analysis on the results of the calculations that have been done, the mean is 157.74 at the pretest value, and the mean is 201.65 at the posttest value. This means that the second hypothesis is accepted, that is, the child after being applied to the Protect Our Selves media has a higher knowledge of sex education than the child before applying the Protect Our Selves media.

How to Cite

Nofiana, N., & Tasu'ah, N. (2020). Knowledge of Children Sex Education Ages 5-6 Years Reviewed from The Implementation of Protect Our Selves Media. *Early Childhood Education Papers*, 9(1), 27-33.

INTRODUCTION

Knowledge is the result of knowing, this occurs after people do sensing a particular object, Notoatmodjo (2003). Children must get the knowledge and information about sex education as early as possible, both from their families and the surrounding environment. Knowledge of sex education in early childhood aims to make children understand about how they recognize, care for, and protect the functions of their own organs. In addition, early childhood sex education is an effort to prevent the occurrence of sexual abuse by irresponsible adults.

Education is a process in changing attitudes and behaviors of a person or group of people to effort in maturing humans through teaching and training efforts (Sadulloh, 2012). Education is also an appropriate means to build a society that applies good sustainable principles (Astriyulita, 2017). The term early childhood education is used to refer to the teaching and learning of toddlers and preschoolers in formal settings (Jenkins, 2016). Education is first in changes and character development in children and their personalities, namely parents. They greatly influence the knowledge of sex education in children. If parents educate well, the child will grow up well too.

Sex education is less acceptable to children, because parents consider sex to be taboo. So parents do not provide sex education to their children. The several factors that influence children's sex education are from family, community environment, and education. Of these three factors, the most influential factor is education, because education is the most important thing in shaping a person's personality. If the education is weak, then life will be more easily torn down by external factors. In sex education, it is emphasized to establish the principle of participation with schools, families and communities. So that these three factors work together. Scientists believe that parents must be responsible for sex education for preschoolers while schools and communities only support parents. However, some people argue that schools must be responsible for sex education. Nasrun, et al (2016) say that schools are responsible for preventing sexual abuse of children and overcoming the need to implement techniques that will be used to increase children's knowledge and understand the steps that must be taken to prevent sex abuse cases.

Cases of sex abuse against children that are rampant occur, indicating that early sex education is very important. Adults assume that children

are very innocent beings, so they are often targeted by sex. Handayani et al., (2016) stated that harassment still occurs frequently at home and is carried out by parents or people closest to the child. Even though parents know that the behavior is wrong, but not all know that it threatens children and violates the law. Such innocence is also used by individuals in carrying out immoral acts on children. Not infrequently the perpetrators of sexual harassment are relatives or even the families of the victims. This problem is still not considered by parents, so many of them submit all types of education including sex education to the school. The child's environment also influences the occurrence of sexual abuse because the surrounding environmental problems are one of the causes of damage to the environment (Kurniawati, 2017). This sex education is a basis for saving children from sex abuse. Efforts to tackle sexual harassment have become a serious problem for the government. Inpres number 5 of 2014 concerning the National Movement Against Sexual Violence against Children suggests that the government seeks to mobilize all components, both institutions and communities to be involved in eradicating sexual violence against children.

Kartuncu et al., (2015) state that early childhood must receive sex education in stages in a way that is appropriate for their age from parents to have a positive effect on the development of child sex. The teacher is the second educator in providing direction and guidance for children in sex education. It is hoped that it can provide learning guidance about early sex education in children in each learning insert. Lack of knowledge of sex education in Gambuhan villagers, causes sexual abuse of children by adults. Like what happened was the act of rape by an adult against a 5th grade female student in this Gambuhan village. Therefore the researchers provided sex education from an early age, to prevent the occurrence of sexual abuse, by providing treatment to students in Pertiwi Gambuhan Kindergarten, Pulosari, Pemalang using the media Protect Our Selves. This should be known by parents where he is the first educator in the family. Parents consider sex education in children important but the majority of them are not comfortable in providing sex education to children (Nair et al., 2012). Teachers as educators in schools that are educational support that are handed over by parents are still minimal and have not fully implemented sex education.

As an educator, of course you know how to deliver learning material appropriately. In accordance with what was explained by Fatmawati

(2011) that a teacher must be able to provide appropriate direction and guidance for children to learn in situations that are fun, interesting, and relevant to their experience. The consideration of choosing the media to be used in the learning process is the main thing. The media chosen must be in accordance with the objectives of the teaching, learning material, teaching methods, available tools needed, personal instructors, learners' interests and abilities, and ongoing teaching situations (Soraya, 2013). Learning is an instructional system that refers to a set of interdependent components to achieve goals (Chayati, 2014).

This study uses the *Protect Our Selves* media to facilitate teachers in teaching, and to increase the knowledge of child sex education after getting their learning at school and at home. Then this media is socialized to parents of students, to encourage knowledge of sex education in children when at home. Parents are expected to provide and apply this media to their children at home. The Media *Protect Our Selves* is in the form of a book, as the growth of knowledge of sex in children, because with this media children can receive learning about sex education well. Sex education material is summarized by researchers in the book media *Protect Our Selves*, which means protecting yourself. Because researchers make interesting new media for children. This media is given to students aged 5-6 years in the Gambuhan Pertiwi Kindergarten. This is seen from the many modes of suspects who use persuasion, seduction and deception are the most powerful weapons. So, it is necessary to have a socialization for children and parents of the school, so that children can take care of themselves and not be easily persuaded by the seduction of the perpetrators. Educators must be able to convey the importance of sex education early on. The material in the book is supported by interesting and easy cartoon images to reproduce.

METHODS

The implementation of this study took place in Gambuhan Village, precisely at TK Pertiwi Gambuhan, Pulosari, Pemalang. The sample of this study was the Pertiwi Gambuhan kindergarten students aged 5-6 years, here were taken 31 students. Then the population is students of the Gambi TK Pertiwi Pulosari Pemalang. This type of research is quantitative experimental research. Data collection uses research instruments. The method of data collection in this study using observation methods, Likert scale and documentation. Observation is done by looking at the child's

initial condition first, what the child knows about sex education. Then the researcher distributed the pretest instrument sheet to all students in the Gambuhan Pertiwi Kindergarten. From the results of filling in the instrument can be seen the child's initial state. Then after all the sheets have been collected, treatment is given using the *Protect Our Selves* media during learning, for 12 times. After completing the redistribution of posttest instruments and observing the differences that occurred after the treatment was carried out.

The data analysis used in this study is descriptive analysis and hypothesis testing using the Paired Sample t-Test technique. The scale of knowledge about sex education in children, there are 56 item statements. The scale is as Table 1.

RESULTS AND DISCUSSION

The results showed that there were differences in the knowledge of child sex education before and after treatment was given using the media *Protect Our Selves*. As well as increasing knowledge of sex education in children before and after being given treatment using the media *protect Our Selves*. Before the difference and improvement tests are carried out, a normality test is first performed.

The significant value of the pretest in the Kolmogorov Smirnov column is 0.042 while the significant value of the posttest is 0.150 where both are greater than 0.05 and the data can be declared normal. After the normality test is carried out, the t-Test can be carried out through a Paired Sample t-Test difference test to determine the difference in knowledge about child sex education before and after the application of the *Protect Our Selves* media.

The value of Sig. (2-tailed) is 0.00 where this value is smaller than 0.05. So it was concluded that the first hypothesis was accepted, namely there was a significant difference between the knowledge of child sex education before and after treatment. On the results of the calculations that have been done, the mean value is 157.74 at the value of the pretest, and after the treatment is tied the mean value becomes 201.65 at the posttest value. It can be concluded that the second hypothesis is accepted, that is, the child after being applied to the *Protect Our Selves* media has a higher knowledge of sex education than the child before applying the *Protect Our Selves* media. Statistical calculations showed that the results of the pretest showed the level of knowledge of child sex education with a low category of 8 children or by

Table 1. Scale of Knowledge of Sex Education in Children

Research Variables	Aspect	Indicator	No Item		Amount
			Fav	Unfav	
Knowledge of child sex education (Andika, 2010)	Identifying body parts, differences in male and female bodies, and body parts that others may not touch	Knowing the functions of limbs and body parts that should not be seen and touched	1,2	-	2
		Received sex education	3,14, 16	17,18,32	6
		Knowing the real names of their limbs (their genitals)	29	30	2
		Knowing the training toilet	37	-	1
		Parents examine the body of a child	40	-	1
	Parts of the body may be touched at certain times	Knowing who can remove clothes and touch the body parts of a child	26,55,56	10,11,25,28,54	8
		Mother bathed	44	-	1
	How to maintain limbs	Not shy about learning about sex education	41,43,45	31,33,42	6
		Knowing how to toilet training	27,37,46,53	47	5
		Wearing clothes when exiting the bathroom	49,50,51,52	38	5
	What to do if it happens	Wear your own clothes	7,8	-	2
		Tell your parents when someone is threatening	21	-	1
		Know who we can complain to adults	34	-	1
		Shout when a stranger persuades you	36,48	-	2
	How to deal with other people	Knowing how to behave with strangers	15,23,35	-	3
		Refusing unknown people	12	-	1
		Refuse gifts from people who are not recognized	13	-	1
	Parental supervision	Parents oversee children in school	-	4	1
		Parents supervise children when playing gadget	19	5,39	3
		Parents supervise children while playing	20,24	6,22	4
	How to care for the body	Do not use mini clothes	-	9	1

Table 2. Item of Statement of Knowledge Questionnaire for Sex Education in Children (Research Instrument)

Statement
The child can mention the function of each limb
The child can show parts of the body that should not be seen and touched by others
Children get information about the importance of sexual education from their friends
Parents do not interfere with children's affairs at school
Nobody is watching me when children play gadgets
Nobody watched me when the child played with his friend
Children are accustomed to using their own clothes
Children are embarrassed when someone sees them not dressed
Children like to wear mini clothes
Children like to feel the parts of their body that others should not touch.
The child is touched by a part that his friend may not touch
The child rejects the invitation of someone he does not recognize
Children reject gifts from people they do not recognize
Children are used to communicating openly with parents
Children are told by parents how to behave towards others.
Children receive learning material about sex education from school
Sexual information is pornographic things for children
Sex education is a taboo and unnecessary thing for children
Children change TV channels when the program on TV talks about sex issues.
Children are always watched by parents when playing outside
The child tells the father and mother when someone threatens him
Children go to play with anyone without supervision
Children are always careful of people who have never been recognized
Children ask permission when going to play to their father and mother
Children like to play their own genitals
Children know anyone who can take off their clothes and touch their body parts
Children like to bathe in open places
Children show their body parts to others
Children call their genitals their real names
Parents change the name of the genitals using the term
Children are embarrassed to talk about sex education
Children do not get information about sex education
Children are embarrassed to tell their parents about their genitals
Children know who are adults who can be trusted to complain
The child expressly refuses when getting persuasion from other people to do something against his body
Children scream when someone who is not recognized forces him
Children usually urinate in the toilet
After bathing the child does not wear a towel when exiting the bathroom and wearing clothes in an open place
Children often watch videos on the internet without supervision

Statement
Parents always check their body parts
Parents are gentle when children ask about sex
Children are scolded by parents when asking about gender
Mother loves and hugs the child when there is a problem
Children are bathed by mothers when at home
Parents always talk to and listen to children's stories
Children clean up defecation marks and urinate themselves
Children refuse when an unknown person will clean up defecation marks and urinate
The child immediately goes and yells when an unknown person takes him away
Children are accustomed to squatting or sitting when urinating or defecating
The child closes the bathroom door while urinating
Children come out of the bathroom already wearing pants first
Children are embarrassed if they come out of the bathroom not using pants
When the child is unable to cut down, he asks for help from the mother or father
Children like to bathe together with the opposite sex even though they are still relatives and friends
Children refuse to bathe together with the opposite sex
Children are embarrassed when an opposite sex adult kisses and hugs him

25.8%, the medium category was 7 children or by 22.6%, and the high category was 16 children or 51.6%. In general, children have insufficient knowledge of sex education so treatment is needed so that the level of child sex education experiences positive changes.

Table 3. Results of the Knowledge Pretest category for Child Sex Education

	Frequency	Percent
Valid Low	8	25,8 %
Medium	7	22,6 %
Height	16	51,6 %
Total	31	100 %

After being given treatment, the posttest data shows the level of knowledge of child sex education with a low category of 1 child or 3.2%, medium category 2 as many as 2 children or 6.5%, and high categories as much as 28% or equal to 90.3 %. So, in general, child sex education in the high category increased by 38.7% from 51.6% to 90.3%.

Table 4. Results of the Posttest category of Child Sex Education Knowledge

	Frequency	Percent
Valid Low	1	3,2 %
Medium	2	6,5 %
Height	28	90,3 %
Total	31	100 %

The results obtained showed that both hypotheses were accepted, namely there were differences in knowledge about sex education in children before and after the application of the Protect Our Selves media, and there was an increase in the mean value of knowledge about sex education in children before and after the application of the Protect Our Selves media.

Sex education provided for children aims to increase awareness in children to protect themselves and prevent unwanted sex problems and even children with intellectual disabilities should also be provided with information about sex education like other normal children (Gurol et al., 2014). So that sex education must be obtained by all children, both normal and extraordinary children. According to Jatmikowati et al., (2015) that early childhood sex education is more emphasized how to provide understanding of the child's body condition, understanding of the opposite sex, and understanding to avoid sexual violence. After being given the application of the Protect Our Selves media, children in TK Pertiwi were seen to know more about the sex education that had been given by the researchers through treatment that had been done. Shown with the posttest results, the child can recognize himself, his family, members of the body and how to care for him. As has been explained that sex education begins with recognizing self and family identity, knowing body members, and mentioning body characteristics (Faizah et al, 2017).

CONCLUSION

Based on the analysis of research on the knowledge of sex education in children aged 5-6 years through the Protect Our Selves media in TK Pertiwi Gambuhan Village, Pulosari District, Pemalang Regency, it can be concluded that there is a significant difference between knowledge about sex education in children after the media is applied Protect Our Selves and before applying the Protect Our Selves media. This is indicated by several conclusions, namely the ability of children to mention body parts and their functions and can know the difference between men and women, after being given a lesson through the media Protect Our Selves. Children are able to mention body parts that cannot be touched or seen by others, after being taught a lesson through the media Protect Our Selves. Children are able to know how to protect, care for their body parts and know what to do, after being taught a lesson through the media Protect Our Selves. It is also seen from the overall results of filling in children's knowledge questionnaire about sex education before using the Protect Our Selves media and after using different Protect Our Selves media, the values from the calculation of knowledge are also different. So, it can be concluded that children's knowledge about sexual education before and after using the Protect Our Selves media has a significant difference. And there is an increase in children after being given treatment using the media protect our selves.

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