



Sexual Education in Early Children

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Abstract

The purpose of this study is to explain how sexual education in early childhood and to explain the supporting factors and inhibiting factors in providing sexual education to early childhood in the area of RT.012/RW.05, Kel. Kalipancur, Kec. Ngaliyan. This type of research uses qualitative research methods, namely researchers describe a problem found in the field and the results of their findings and discussed in depth with existing theories. The sampling technique used in this research is snowball sampling. Snowball sampling technique is a data collection technique based on references from key informants to who are supporting informants and uses data analysis from the interactive technique proposed by Miles and Huberman with 4 stages, namely data collection, data reduction, data presentation, and drawing conclusions. From the results of this study, there are 4 aspects of providing sexual education to early childhood, namely 1). biological aspects 2). social aspects, 3). psychological aspects and 4). spiritual aspect. Supporting factors in providing sexual education for early childhood are the support and cooperation between family members and parenting seminars to increase knowledge in providing education to children, especially sexual education in early childhood. The inhibiting factor in sexual education in early childhood is the thought of some people who consider this education taboo and not suitable for their age and the existence of sites that provide information about this education that is not correct in providing information.

INTRODUCTION

In Indonesia, many events or facts are still considered 'taboo' by society. People are reluctant to discuss phenomena or events that are considered 'taboo' because they do not fit the context of the person they are talking to, topics that are considered vulgar and prohibited to be discussed. The phenomenon until now considered 'taboo' by the community is talking about sexual matters to other people, especially to early childhood. We talk about sexuality with other people is still considered taboo because society views it as vulgar to talk about sexuality to others, especially at an early age, which is not vulgar and understandable to others.

Parents think that discussing sexual matters is only related to the relationship between husband and wife, but the sexual world does not only discuss the relationship between husband and wife, but also includes getting to know the reproductive organs of women and men, knowing how to take care of the reproductive organs, human origins, what to do, it's puberty, the difference between the sexes of women and men and others. In the topic of sexuality is not only a part of biology, but there are social aspects in it. Talking about sex, we have to look at the moment when we talk and use language so that it doesn't look vulgar to the other person, especially in early childhood. Children must know what sex is like because it conveys knowledge to children about sex by conveying sex education to children.

In general, sexual education is given to teenagers because it aims to prevent free sex, pregnancy out of wedlock, HIV/AIDS, sexual harassment and early marriage. Early sexual education was given to teenagers because there were so many cases of rape to sexual harassment in 2012 until now. According to the Minister of Education and Culture at the time, Muhammad Nuh, as reported by the Jakarta Post information published on October 18 2012, stating that sexual education is still a taboo subject and is not yet needed, this is very unfortunate. In fact, cases of HIV/AIDS, unplanned pregnancies and sexual harassment among teenagers in Indonesia are very high.

This happens because of the lack of handling of the sexual and reproductive health rights of adolescents. The lack of handling of sexual health rights for adolescents has the effect of not having access to responsible information regarding sexual and reproductive health information for adolescents, so that adolescents often get information from sources that cannot be trusted.

he also added that sex education should only be taught by the family because it would cause a big controversy. If this education is included in the school curriculum. In fact, this education requires the participation of parents, schools, and the government.

In Lestari's research, 2007 in Purwandari, (2018) revealed that the attitudes of parents, especially mothers in sexual communication with children can be categorized into: (1) providing explanations, (2) confused in answering children's questions, (3) forbidding children to ask, (4) delay the answer and assume the child will know for himself and (5) change the topic of conversation. When viewed from the proportion, there are still more mothers who do not provide explanations to questions about sexuality raised by children than those who are willing to provide explanations. The explanation from the research proves that society, especially parents, still considers sexual education taboo and do not want to talk about

Adolescence or puberty is a time of high curiosity, individuals who are looking for identity and instincts that are in turmoil. This causes adolescents to become one of the main targets in providing sexual education. In the development era, sexual education is very important given to early childhood because sexual violence has entered the world of children.

According to Ismet (2017), saying that sex education is sex education is an effort to teach, raise awareness, and information about sexual problems given to children, in an effort to free children from un-Islamic habits and close to all possibilities of prohibited sexual relations. directed and healthy understanding of sex from the physical, psychological, and spiritual aspects.

In Yafie's research, (2017) gives the idea that children are people who are still in development and immature, which includes infants, kindergarten, elementary school age in sex education needs to be instilled by parents, but must be based on religious and moral values and discuss the problem comprehensively. According to Astuti, S. Sugiyanto & Siti Aminah, (2017) stated that providing sex education to children is the responsibility of all parties: parents, teachers, society, and the government. Preventive action that can be taken is to provide sex education to children since they are children, especially in PAUD or kindergarten schools. Therefore, sexual education must have family assistance and support to carry out this education.

In today's era, cases of sexual violence in early childhood have increased. The rise of ca-

ses of sexual violence in early childhood worries parents and threatens the peace and soul of children. The motive for the perpetrators of sexual violence is that the perpetrator is usually an adult who is known or closely related to the child and has built a relationship with the child, then lures the child into a situation where the sexual abuse was committed, often by providing certain rewards that the child does not receive. in her home.

Therefore, it is the responsibility of parents and educators to educate children to grow and develop optimally. Children must be nurtured, guided, and protected so that they are healthy and prosperous in their physical, intellectual, social, and sexual aspects. The responsibility of parents does not only cover material needs, but also covers all aspects of their children's lives, including aspects of sexual education. Sexual education for adolescents is more about biological descriptions of sex and reproductive organs, relationship problems, sexuality, reproductive health and sexually transmitted diseases, while in early childhood it is more about introducing gender roles, introducing simple and understandable body anatomy, about norms. and social behavior in the community as well as the presence of spiritual elements by children.

In this case, the understanding of sexual education in early childhood is very low in Indonesia because some people realize that sexual education in early childhood is important for children because it avoids sexual violence and other problems, while others still feel this is the case. the taboo to provide sexual education is given to early childhood because it is not yet time for such education to be given to children. Sexual education must be given and applied to children from an early age in order to protect children from sexual violence and other problems. Sexual education in early childhood is expected to be able to overcome cases of sexual violence, early marriage, pregnancy out of wedlock and other problems for children in Indonesia.

Researchers conducted research in Kalipancur Village, especially in the area of RT.012/RW.005. The RW.05 area has 13 RTs spread over Jalan Taman Candi Tembaga, Jalan Candi Tembaga, and Jalan Candi Prambanan Barat. Featured activities in the RW area. 05 of these are Posyandu, PKK and Dawis. One of the PKK programs is education. Education is one of the most important programs in the family. Types of education in the family include religious moral education, social education to sexual education.

In providing sexual education for ear-

ly childhood, especially in the area of RT.012/RW.005, Kel Kalipancur, Kec. Ngaliyan is very lacking because of public awareness about the importance of understanding and implementing this education and some residents think that this education is still not suitable for giving to early childhood and talking about the sexual world is considered taboo. Some other residents consider this sexual education very important for early childhood because there are so many sexual crimes that stalk early childhood and apply this sexual education in their families.

The provision of sexual education in early childhood is more strategically taught at the age of 3-8 years because at this age children are considered to be able to do something and can be invited to communicate. This was conveyed by Ratnasari, R. F & Alias, M, (2016) in his journal that parents must give sex education to their children as early as possible, to be precise starting at the age of 3-4 years, because at this age children are able to carry out two-way communication. and can understand about their organs and can also continue the introduction of internal organs.

Researchers are very interested in the issue of sexual education in Indonesia, especially in the area of RT.012/RW.005, Kel. Kalipancur, Kec. Ngaliyan, Semarang City, Central Java. Researchers want to examine how sexual education in early childhood in the area of RT.012/RW.005, Kel. Kalipancur and how the community's giving and thoughts related to sexual education in the area of Ex. This Kalipancur. This study aims to determine and examine how the implementation of sexual education, inhibiting factors and supporting factors in sexual education in this area.

METHOD

This study uses a qualitative research method with a phenomenological approach. The focus of qualitative research is everyday life in a specific context because it is not a simple type of study. This research involves a complex process of data collection and analysis, which is carried out from the beginning to the end of the study (Rianto, 2020). The research subjects in this study were parents who had early childhood aged 3-8 years, residents and community leaders in the RT area. 12/RW. 05, Ex. Kalipancur. The number of samples studied were 11 people. data collection technique used a *snowball sampling technique* because the researchers took a sensitive topic. This research data collection method using FGD (*Focus Group Discussion*) is a discussion activity that raises information about the wants, needs,

ideas and so on from respondents, interviews are question and answer activities carried out by two people to exchange information so that it can be constructed in a meaning. which refers to a particular topic and documentation is as a supporting document in the process of data analysis.

The next step of this research is to analyze and interpret the data. In this study, using the interactive technique proposed by Miles and Huberman, there are 4 stages of activity, namely data collection, data reduction, data presentation, and drawing conclusions from the research.

RESULTS AND DISCUSSION

In general, sex education is a clear and correct information on the issue of human sexuality, which includes the process of conception, pregnancy to birth, sexual behavior, sexual relations, and aspects of health, psychology and society. In the etymology of the language of education Sexual comes from the words education and sexual. According to Yusuf (2018), education is a change of perspective and individual behavior or meetings with the ultimate goal of developing people through teaching, preparation, cycles, activities and approaches to teaching. In the narrow sense of the word sexual, especially from the English word "sex" and which implies orientation, while the broad significance of the word is "sexuality" which is a term that combines intercourse with sex or things related to sex. with people. with the nature, or sex work, sex drive, sexual coexistence.

This education aims to provide correct and adequate information to the younger generation as needed to enter puberty (adulthood), keep the younger generation away from the valley of misunderstandings about sexuality, overcome sexual problems, and so that the younger generation understands the limits of relationships with the opposite sex (Uthman, 1997). in Aji, NAP, Soesilo, TD, & Windrawanto, 2018). According to Rusmini, an educational psychologist, parents must give sex to children as early as possible. Sexual education must be given by parents to their children as early as possible. Precisely starting when children enter the play group (aged 3-4 years), because at an early age children are able to understand their organs and can also be continued with the introduction of internal organs (Anik, 2012 in Aji, NAP, Soesilo, TD, & Windrawanto, 2018).

It was also mentioned that sex education is very important to be given from the start because light is expected to guide and support children from an early age, especially in terms of

relations between genders. (Aziz, 2015 in Hasiana, 2020). Sexual education contains material on the introduction of functions and how to care for body parts and organs, especially the reproductive organs, how to get along in a healthy way, recognize the boundaries of men and women, recognize gender in children and many more. Why do we need to provide sexual education in early childhood? In addition to preventing children from sexual crimes, we provide an understanding of sexuality to children who will later become children as adults, children can be wise in regulating their sexual desires and avoid STDs (Sexually Transmitted Diseases).

STD (Sexually Transmitted Disease) is an infectious disease that is transmitted through sexual intercourse. STDs include venereal disease, HIV/AIDS and other infectious diseases, therefore it is very important that we provide sexual education to early childhood. According to Sholihin, (2015) in sexual education, there are 4 aspects of providing understanding and knowledge to children, as follows:

1. Biological Aspects

Aspect This aspect is an aspect that provides knowledge and understanding related to body anatomy and how to care for it in early childhood. This is very important to be given to children so that children know about the functions and roles of the anatomy of the human body and how to properly care for the human body and organs, especially the reproductive organs. Parents in the area of RT.012/RW.005, Kel. Kalipancur knows how to introduce body parts and organs and their functions to early childhood according to their development. They have their own way of introducing this aspect directly and using media, such as videos and songs. Azzahra (2020) emphasizes that sexual education for early childhood, parents can give to their children from an early age so that children can know, understand and gain experience about their bodies.

2. Social and Cultural Aspects

Sexual education teaches children in terms of social and cultural aspects. In terms of this social and cultural aspect, it provides understanding to early childhood about how to get along in a healthy way, introduce norms or rules in the surrounding environment, and behave according to gender or gender. The behavior of early childhood in the RT.12 area is in accordance with their respective gender roles. There is nothing odd about them. They play like normal children and play according to their age. In interacting with each

other in particular, interacting with fellow friends has norms or rules for interacting in the surrounding environment. This is very important for the existence of norms or rules in the surrounding environment because it avoids unwanted things and provides a sense of comfort and security to residents. The norms or rules have sanctions against anyone who violates the rules made and approved by the citizens. In the sense that norms are something that is fundamental for the general public to create a comfortable atmosphere for social life. That every norm contains a command or contains a prohibition to do. (Suyatno, 2012).

Supriyanto (2016) explains that in its development, the norm is defined as a benchmark measure for someone in acting or behaving in society. So, the core of the norm is all the rules that must be obeyed by the community. The function of the norm itself is as a guide in the order of life so that it is harmonious, safe and comfortable in life. If this norm does not exist in people's lives, then life is not in harmony and irregular in doing things.

3. Psychological Aspects

In this aspect, children must know the differences between men and women and identify themselves as men and women. Understanding the differences between men and women is understanding the differences between men and women in terms of behavior and self-protection systems for children. For example, the female gender has a feminine soul, feeling more sensitive and sensitive to something, while the male gender has a masculine soul, in considering things uses logic rather than feelings and has a high leadership attitude. In the self-protection system, parents have a way to instill a self-protection system in their children. For example, equipping yourself with self-defense skills, teaching what you can touch and what you shouldn't touch, don't trust strangers easily and so on.

Finkelhor, 2009 in Anggraini, T., Riswandi, R., & Sofia, A, (2017) explains that the purpose of preventing sexual abuse of children in the field of education (sex education) is so that children can identify dangerous situations and prevent them from occurring, sexual harassment, as well as teaching children the forms of bad touch, how to refuse or end interactions with my palaku or suspicious people, and how to ask them for help. Parents in the RT.012/RW.005 area introduce gender differences to the self-protection system to their children so that they understand gender differences, although it is not widespread but they understand in general terms. They are

also recognized with a self-protection system to avoid danger. especially sexual violence.

4. Spiritual Aspects

Sexual education in early childhood is also seen from the spiritual aspect. The spiritual aspect is an aspect related to religion. This aspect is very important than other aspects because this aspect is related to religion and according to good rules. Karim, AB, & Yusnan, M, (2020) explained that, spirituality is its relationship with the Almighty, depending on the beliefs held by individuals. To have trust or confidence means to believe in or have a commitment to something or someone. In this aspect, it introduces sexual education to early childhood, namely introducing boundaries between men and women according to religious teachings and gender-appropriate manners.

The term boundary between men and women according to religious teachings, especially Islam, is called the term mahram. Mahram is the limit of men and women in Islam. Al-Fauzan in Sari, (2019), explains that mahrams are all people who are forbidden to be married forever because of kinship reasons such as fathers, children, and brothers, or from other permissible causes such as milk brothers, fathers or stepchildren. Parents teach the boundaries of men and women by inviting congregational prayers. In the rules for the position of praying in congregation there is a male part and a female part. This can be applied as a male and female boundary. Although only in outline but this can be understood by the child how the limit.

In this aspect, it also introduces the manners of behaving according to gender. What is meant by adab is good manners of behavior. Each family teaches about etiquette, such as eating etiquette, dressing etiquette, visiting etiquette and so on. There is one point that has not been taught properly and some families have not implemented this, which is about sleep etiquette. Sleep etiquette is a good way of sleeping. This adab teaches children to learn independently to sleep alone and have a private room. Children have to separate rooms from their parents because they are independent and do not interfere with their parents' activities in bed. One of them is by equipping children with knowledge, values, attitudes, and skills related to body anatomy, personal relationships, and sexuality or providing sexual education to children from an early age.

Basir, (1996) in Amirudin, (2020) explains that sex education contains the main points, namely instilling a gender-appropriate soul, introducing the mahram, educating children to always

keep their eyes on them, educating not to commit ikhtilat, educating not to seclusion, teaching the child does not shake hands or come into contact with the opposite sex who is not the mahram, teaches the etiquette of decoration, separates the beds, introduces visiting times and the rules, educates them to keep the genitals clean as well as circumcision and menstruation.

Every providing education there must be supporting factors and inhibiting factors in living it. These factors greatly affect the success of an education, especially sexual education. A supporting factor is a factor that supports the passage of an education and an inhibiting factor is a factor that hinders the passage of an education. Supporting factors in sexual education in early childhood are cooperation and support from the family and parenting seminars related to this education.

Fahmi (2016) emphasizes that the need for early childhood sex education in the family environment so that parents can help how to introduce and treat children according to gender, make normal children behave according to gender, protect and protect themselves from all forms of sexual harassment. . This is very important to support this educational process and provide understanding to parents regarding sexual education is very important in early childhood.

The inhibiting factor in providing sexual education to early childhood is that parents' thoughts about sexual education are taboo and vulgar. Taboo is something or a mutually agreed rule that is prohibited from doing or talking about something that is prohibited. Talking about sex is our knowledge and it is not taboo if it is packaged properly. Why do people think sexual talk is taboo? This is due to the primming effect. Primming effect is an effect that attacks human memory due to something that is often done and will be formed unconsciously due to a high level of frequency in consuming something. Bachtiar, AY, Perkasa, DH, & Sadikun, M. R, (2016) explained that the primming effect is the activation of potential knowledge that has been embedded in human memory. Sexual education is considered taboo and vulgar because people hear the word "sexual" alone is considered taboo and vulgar because they see sex from movies or videos when scenes are inappropriate to be shown, then they think this is vulgar and taboo.

Other inhibiting factors in this education are social media and television broadcasts. Parents complain that online learning makes children more individual, there are many advertisements on the web that are not suitable for children to see, and they complain about the high

price of buying quotas. This causes children to see advertisements on the web that are not suitable for children to see. Children become curious about what they see and look for sources for which there is no true explanation. Parents worry that their children seek sources that lead them to pornography. This is why parental supervision is very necessary for fear that they will misuse the internet for things that are not good.

CONCLUSION

From the discussion above, it can be concluded that sexual education can be given to children from an early age because there are so many sexual crimes that target the baby. In providing this education contains several aspects, namely biological aspects, social and cultural aspects, psychological aspects and spiritual aspects. The provision of sexual education for early childhood must be age appropriate so that children understand this education.

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