

## Implementation of Sex Education for Children in Elementary School

**Dessy Syofiyanti, Mudjiran, Megaiswari Biran Asnah, Jasrial**

Doctoral Program Student (S3) Education Science, Postgraduate - Universitas Negeri Padang

### Abstract

*The rise of cases of sexual harassment in Indonesia, one of which occurs in elementary school children, is the goal of this study. In addition, this study aims to analyze the needs of teachers and students on the importance of sex education for children in elementary schools. Methodology This research uses descriptive qualitative, with interviews with four (4) teachers and three (3) elementary school students. The results show the importance of implementing sex education materials for children in schools. Based on interviews with research informants, sex education materials for children should use interesting learning media strategies, so that learning is fun, students are active and easy to understand sex education materials for children, although there are no special lessons for sex education for children in elementary schools, but based on needs analysis, this material is very important given to elementary school students since low grade, besides that there are students who do not understand the development of their bodies, do not understand the body parts that other people can and cannot touch, how to take care of the body properly and correctly. Thus, it can be concluded that sex education for children has not been fully implemented in elementary schools, and it is very important to implement it in schools.*

**Keywords:** *sex education, children, index card match, primary school*

### Introduction

In Indonesia cases of sexual violence against minors always occur. This case has begun to receive special attention from the Government of Indonesia, since the reign of President Soesilo Bambang Yudhoyono, through Presidential Regulation Instruction No. 5/2014, concerning the national movement against violence against children. In cases of sexual violence against children, perpetrators often wrap it in sweet behavior and as if it is part of the affection given to children.

Some of the reasons for researchers to conduct this research are; 1) KPAI Commissioner for Education, Retno Listyarti, said that 15 cases of sexual violence in schools have been reported, what is concerning is that the highest cases occurred at the Elementary School (SD) level, namely 10 cases, 4 cases at the Junior High School (SMP) level and 1 case at the high school level, the perpetrators were teachers and school principals, the most perpetrators were sports teachers [1]; 2) In May 2014, in Sukabumi, 120 children were victims of sexual violence (sodomy) perpetrated by someone known as a child lover, this incident occurred in Magelang Indramayu Jakarta, with the victims of 14 boys, ranging in age from 4- 14 years old, all of whom were strangled before penetration, then mutilated to remove evidence [2], and many other cases that occurred in Indonesia; and 3) An elementary school teacher in the Sleman area was arrested by the police for sexually harassing 12 female students. The teacher with the status of a civil servant with the initials SPT (48) has also been named a suspect [3], and many other cases of sexual abuse have occurred to children in Indonesia. The case above illustrates that it is very important to provide sex education for children, both at school and at home, the existence of school cooperation for students and parents to implement sex education for children in schools, namely education that teaches children about knowledge of the function of reproductive organs, how to nurture, and help children to understand, take care of themselves when they are in danger or bad things happen so that children can ask for help to avoid or report bad things to teachers

and parents. Sexual violence against children certainly makes children uncomfortable, such as Maslow's hierarchy of needs by Abraham Maslow that the need for security is very important for humans [4] including a sense of physical security, stability, dependence, protection, and freedom from threatening things. One of the basic rights of children is the right to a sense of security and protection from various acts of sexual violence. Cases of sexual violence are very concerning and are acts of violation of children's rights, as previously explained the cause is often ignorance of the children themselves about the dangers of sexual violence that threatens them.

Education according to Law No. 20/2003, concerning the Indonesian national education system, namely "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character and skills that needed by himself, the community, the nation, and the State", while sex education is one of the efforts to prevent the possibility of sexual violence against children and also prevent the occurrence of deviant sexual behavior that hurts children during adolescence, such as unwanted pregnancies, sexually transmitted diseases, depression, and others.

Sex education in support of educational goals by the Constitution, No. 20/2003, namely education that contains information values about the sex organs, to be able to prevent various negative impacts on children and adolescents from bad things happening. Information about sex is given by the child's development, namely about religious and social norms prevailing in society, what is prohibited, what is customary, and how to do it properly without breaking the rules. The word "sex" refers more to the genitals, arousal, sexual libido, and sexual activity [5]. Sex in a narrow sense means gender, in a broad sense it is often referred to as sexuality which is not only about sex but all aspects of the differences between men and women in terms of physical, biological, psychological, and social aspects related to humans [6].

Sex education for children means teaching, providing awareness, and being honest with children about matters related to sex, lust, and marriage [7]. Sex education is very important to be given from an early age so that children know themselves better and can take care of themselves, as expressed by [7] who says that sex education is education that provides children with knowledge of sex and how to use sex in one's life. Teaching or providing sex education to children is not easy, but sex education to children must be given so that children understand themselves better and can prevent bad things from happening to them, it is better if sex education is given to children starting at the age of 3-4 years and is recommended at the Elementary School (SD) to High School (SMA) level by adjusting the child's development.

Sex education for children to provide understanding, teaching about sexual issues, namely knowledge about the development and function of reproductive organs, how to care for, maintain reproductive organs, instill morals, ethics in religion and existing norms so that sexual violence does not occur in children. According to [7], sex education for children aims to: 1) Help children to know biological topics such as growth period, puberty, and pregnancy; 2) Prevent children from being sexually abused; 3) Reduce guilt, shame, and anxiety due to sexual acts; 4) Preventing underage girls from becoming pregnant as a result of sexual harassment; 5) Preventing minors from engaging in sexual intercourse (sexual *intercourse*); 6) Reducing cases of infection through sex; and 7) Helping children who ask questions about the roles of men and women in society.

## METHODS

This research uses a qualitative research approach with a descriptive research type. A further qualitative approach emphasizes the process rather than the final result [9]. This approach is used because it is able to reveal needs analysis about sex education for children in elementary schools. The selection of informants in this study was carried out using a *purposive sampling technique*, namely the researcher determined certain criteria that must be met by the people who were used as sources of information. The criteria must be the validity of the data to be collected [10]. The

research informants were four (4) teachers and three (3) elementary school students. Data analysis was carried out by collecting data, reducing data, presenting data, and drawing conclusions or verification. This research was conducted at Elementary School (SDN) 019 Petala Bumi Indragiri Hulu. The reason the researcher chose this location was because of the ease of collecting the desired research data.

## RESULTS ANALYSIS

Based on the results of the interview instrument with the teacher who was the informant of this research, the results were found as follows; 1). Two (2) out of four (4) teachers stated that they had not heard of sex education for children at school, while the other two (2) teachers only heard body recognition material for students in first-grade thematic material (1), but sex education material for children at school has not been maximally given to students. 2). All teachers who were interviewed when giving thematic material on the introduction of the human body to students did not have special media, and the material was given using the lecture and story method to students, and one (1) teacher used pictures and videos from the internet, but because the material was related to the lesson others so that sex education materials for children in schools have not been maximally provided. 3). Almost every teacher stated that they did not have a special guidebook for sex education materials for children at school, and did not have a special lesson plan so that the expected goals had not been achieved. 4). The results of the interview were conveyed that some students had told the teacher, because of the case of being bullied by peers of the opposite sex, this case was experienced by female students, who had entered puberty so that other friends mocked. 5). When interviewed whether they need special materials and media for sex education materials for children at school, almost all the teachers interviewed said they needed special materials and interesting media so that when giving sex education materials, students did not feel ashamed, and it was taboo. 6). Research informants also said that sex education materials for children should be given to children (students) in grades 4, 5, and 6 and one (1) teacher who conveyed that sex education should be given since first graders (1) so that students can prepare themselves and take better care of themselves in everyday life. 7). Learning sex education for children at school, there are no special hours, or there are no subjects, but all informants said that special hours are needed for the application of this material, if there are no, this material can be given at other hours such as self-development hours.

The results of interviews with students are as follows; 1) three (3) students stated that they had never heard of sex education at school by their teacher, but when asked if they had ever studied body recognition, the three students answered that they had been in first grade (1), but it was associated with other subjects such as mathematics, language Indonesia; 2) That students have never received a special book on sex education materials for children at school; 3) On the question of whether they know body parts that should not be touched by anyone other than themselves and their father and mother, one (1) student said they did not know, two (2) students said only gender, and one (1) said genitals and chest, the rest they don't know; 4) In the introduction of body parts that they have studied, the results of the interview are conveyed, that students are less interested in the guidebooks they read, such as cover images that are less attractive, colors are not bright and rarely learn using media in learning; and 5) When asked, they wanted to be given sex education materials for children with fun game-based learning media, the three (3) students said they wanted to, so that they hoped it could be a solution when they found it difficult to learn about sex education materials as they described.

The results of this study illustrate the importance of implementing sex education for children in elementary schools, even though there are no special subject hours, but the provision of sex education materials for children can be given during empty lesson hours or outside class hours, the important thing is that students understand the material. sex education from an early age, so that it can be applied in everyday life. There are several important materials for sex education for children applied at the elementary school level, one of which is as revealed by A Nasikh Ulwan

in [11]. The basic materials for sex education based on the age level of children are as follows: 1) At the age of 7-10 years, children are taught manners to ask permission to enter the house and politeness in looking at; 2) At the age of 10-11 years, children have kept away from things that arouse lust; 3) At the age of 14-16 years, children are taught ethics in associating with the opposite sex when they are ripe for marriage; 4) After passing through adolescence, children are taught the etiquette of restraint if they are not able to marry. The provision of sex education for children also requires a material that is not only self-identification but also the attitude of students with the surrounding environment.

In addition to the material above, the researcher recommends three (3) main materials of sex education for children in elementary schools, namely as follows; 1) the Biological Dimension which contains the material; me and my body, recognition of the characteristics and functions of body parts; 2) Psychological Dimension which contains material about; Me and puberty, I'm good at managing my emotions, I'm skilled at cleaning and taking care of my body; 3) The last is the Sociological dimension which contains material about; me and my family, me and my playmates, me and the people around, take care of yourself, keep your touch, and remember the crime scene, namely; Your body is your honor (T), Family is a place to share your complaints or problems (K), become a healthy person (P). The material above should be provided with the right learning strategy, and also equipped with interesting learning media, so that sex education material for children is easy to understand and apply and also students become active in participating in learning. 1) Sex Education for Elementary School Children: the lack of application of sex education for children in schools, makes students not yet widely aware of sex education for children so that many elementary school children do not know how to apply sex education in their daily lives, although few have been introduced to it. elementary schools through thematic learning by teachers, but only for the introduction of body parts and breeding of animals and humans, with improvised learning methods because there are no special books for sex education or media to support the learning. Therefore, it is necessary to have special materials on sex education for children, at least by providing sex education to children, hopefully, it can reduce the number of sexual abuse in children in Indonesia; and 2) Factors that cause the absence of sex education in elementary schools: Many factors are lacking or not implementing sex education for children in elementary schools, namely the absence of special material on sex education for children, the absence of hours of sex education subjects for children, there are still some assumptions people that sex education for children is taboo and not appropriate to be given to elementary school children, there are no learning media that supports sex education for children so that giving material is not considered taboo, embarrassed but makes students active in understanding the material and being able to apply it in In everyday life, there should be cooperation between schools and parents to guide children in the application of sex education for children.

## CONCLUSIONS

The results of this study indicate that sex education for children in elementary school 015 Petala Bumi Indragiri Hulu, has not worked as expected, the teacher only applies the introduction of body parts to students by adjusting the material in school thematic books and has not applied sex education material for children widely and specific to students at school. Based on the results of research that has been done, it is very important to implement sex education in schools for children with interesting learning materials and media for students.

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