

Early Children's Sex Education in Self-Curriculum Theme

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Abstract—Revealed 2016 as many as 120 sexual violence, and in 2017 as many as 116 cases of sexual violence. The purpose of this study was to enrich the understanding of children aged 4-5 years about the importance of sex education and looking after themselves starting from school. The method used in this research is descriptive qualitative, with the subject of the research of kindergarten teacher Joy Kids Elohim, while the object of this research is the sex education curriculum with its own theme. The location of the study was conducted in a small kindergarten class Joy kids Elohim Bekasi - West Java. Through this research, the results show that students are getting to know their identities in accordance with the learning program designed, students are able to mention the different tasks and responsibilities of each family member. In the theme of self-students are able to complete the activities of sticking and coloring pictures of men and women, and are able to clean themselves after finishing from the toilet. Teachers are required to design activities programs tailored to the needs and stages of early childhood development of 4-5 years.

Keywords: *early children's, sex education, self curriculum*

I. INTRODUCTION

Early sex education should be a part that must be considered by parents and teachers in preparing for the child's future. Given the many cases of sexual violence that are rife both in big cities and in rural areas against early childhood, of course this should be a big consideration for schools as a place for children to get both formal and informal education to introduce sex educative [1]. Based on data from the Integrated Crisis Center (PKT) at RSCM Jakarta explained that victims of sexual violence generally occur more in children who have not attended school, kindergarten students or even elementary schools, the incident occurred because children at their age were very easily deceived.

Listiyana [2] revealed that personal hygiene is a real action to maintain cleanliness and health from toe to hair. IDEO [3] invites children to start toilet learning from the age of 2 years even if it is ready enough the child is also able to be taught to wipe or clean his own genital organs. In general Abduh and Wulandari [4] explained that sex is something that is related to matters relating to intimate members of both men and women. Continuing sex education in it explains the anatomy,

biological, psychological and moral in which there are elements of human rights.

Teaching children to clean their genitals in the right way after a child has defecated or after a child has urinated and finally the child can be independent and not depend on the people around him. This section is indirectly a sex education that can be started from home and continued at school. In the Fatmawati, et al research explained that sex education is an attempt by adults to provide information about physical differences between men and women, body shape, differences in reproductive organs between men and women, and how to keep the body healthy and clean [5].

Agustin [6] revealed that the development of children at an early age are children who are vulnerable to 0-8 years of those who join day care, kindergarten and elementary school is the scope of educational programs that exist in that age. The statement above is not much different from RI Law No.20 of 2003 which revealed the category of early childhood individuals who are from birth until the age of six. Martani [7] explains education in early childhood needs to be done as a form of stimulation which is an intervention effort in providing information that is formed in the learning process that has an impact on growth, development and behavior change in children from an early age.

Sugiasih [8] explains when entering the age of 4-6 years there will come a time when children begin to explore their own bodies, imitation behavior, and have their own mention of the vital organs they mean. Based on this explanation, PAUD / TK / RA institutions participate in providing sex education for early childhood which can be started from school. This is done as a projective role of the school to prevent sexual violence, sexual deviations or misinformation about naming of limbs which can occur at an early age at any time. Hildayani [9] explain that childhood lasts from the age of entering 2 years - 6 years this period is also called the pre-school period, the child's body early age in this period looks so slim and long. In this period motor skills are getting better, starting to be able to control and take care of themselves, begin to follow instructions, recognize letters, language skills and think more and more, and spend more time playing with peers. With the view of the researchers relating the development of early childhood at the age of 4-5 years, the education of children at an early age should be given according to the needs of children

so that children are not fed up and are tired of receiving material provided by teachers. Since early childhood is developing imagination and fantasy, educators should also prepare teaching aids as a learning medium so that young children who receive material can see and understand the learning objectives that are taking place in class.

Some related studies such as Fisher [10] In his research he revealed that there was a strong correlation between the attitudes of parents in childhood and their impact on adolescence, It responsible sexuality seen in adolescents who can talk to their parents about sex may be a function of the similarity in sexual attitudes between these late adolescents and their parents. Other related research conducted by Yafie [11], on the role of parents in providing early childhood sexual education, in this study the researchers also explained about the great role of parents in giving sex education starting at home from an early age, in this study parents in emphasize more care about sex education that starts at an early age to minimize sexual violence that occurs to young children. Jatmikowati [12], in their research on Model and Material of Early Childhood Sex Education Gender Perspectives to Avoid Sexual Abuse. Departing from cases of sexual violence at the Jakarta International School in his study Jatmiko, et al explained about the importance of sex education that began at an early age and in his research Jatmiko, et al tried to get the right material model for early age but in a gender perspective.

But what was found by Kakavoulis [13] in the results of his research on family and sex education the results of his research showed that the subjects of his research believed that the family currently did not have and did not provide sex education in accordance with the needs of children. Kakavoulis only examines sex education carried out by parents and its impact on children's behavior. He does not discuss that in sex education it is not only parents who play a role but also school. Lang [14] in his research conducted on fifty-two incest and 50 pedophilic perpetrators, under penalty, were interviewed in connection with verbal and non-verbal strategies used to sexually seduce children. The findings show a slow, but deliberate 'treatment process'. In his research he revealed that all children must be taught safety rules in the context of early sex education that promotes self-disclosure of any inappropriate sexual contact by strangers, family members or trusted caregivers. But he did not explain that schools also have a role to compile a sex education curriculum for children from an early age, in collaboration with parents this would certainly make sex education for children more helpful because it is packaged educative. This is what makes this research so different from previous research, this study involves parents and teachers in schools to provide sex education properly, parents and schools work together to educate children, schools arrange sex education curricula that are packaged in their own themes.

This study aims to ensure that the world of education from an early age in this case both PAUD / TK / RA complete sex education curriculum in moral subjects that are tailored to the stage of child development and the child's need to erase curiosity of children who are not healthy about sex, keep your body clean and protect yourself from others. The curriculum discusses and makes children understand their bodies, starting

with bodily functions, instilling moral and ethical values so that they can help themselves when others are found wanting to behave disrespectfully towards them. The designed curriculum also aims to build healthy and open communication between teachers, parents and students. The selection of Joy Kids Elohim Kindergarten as the location of this study is because the Kindergarten has implemented character education since in the kindergarten was founded in 2004. The problems that arise in the kindergarten are the frequent children opening pants outside the toilet, and difficulties to clean themselves after bowel movements or urinating. According to Ibu Ida Kindergarten teacher Joy Kids Elohim who taught since kindergarten was established, character education must start early, not only children respect parents, family, teachers, and the environment.

II. RESEARCH METHODS

The research design used is a qualitative method. Sugiyono [15] explains that qualitative research itself is based on the post positivism philosophy, this research is intended to examine natural objects, in this study the experiment is contradictory and the researcher himself is a key instrument. Qualitative data collection techniques, data analysis itself is inductive / qualitative. The results of qualitative research itself emphasize more on meaning than generalization. The sampling technique used is Purposive Sampling, Etikan [16] explains "The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities of the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. "The data analysis technique used in this study uses the Miles and Huberman method. Hariyanti [17] explains the stages, the analysis can be done during data collection and after data collection for a certain period by taking the following steps: Reduction of data which means summarizing data, choosing the main points, focusing on the important things, looking for themes and patterns. While in the presentation of data, after the data is reduced next is displaying the data. In qualitative research, the presentation of data can be done in the form of descriptions, charts, flowcharts and the like. As the third step, verification of the data is carried out drawing conclusions from the results of research. The instrument in this qualitative research was the researcher himself, with the subject in this study being the Christian Kindergarten teacher Joy Kids Elohim in Bekasi. School data is taken from KEMENDIKBUD data references. Kristen Joy Kids Elohim's students also studied moral education in which sex education and body growth materials were prepared which students would experience. The object of this research is a sex education curriculum in which children are directed towards the development of attitudes and knowledge about sex which will be very useful to fortify themselves from the threat of sexual violence. Primary data sources include observation, interviews, and documentation. Informants in this study were kindergarten teachers and parents Joy Elohim. Secondary sources are indirect sources that provide data to data collectors for example through child care or in the form of documents. Data analysis

techniques used in this study use the Miles and Huberman method documents

III. RESULTS AND DISCUSSION

Joy Kids Elohim Kindergarten, established in 2003, has 6 students aged 4-5 years. Self-themes are studied in the first semester of the school year and are studied for approximately 5 weeks, learning activities in Kindergarten Kids take place Monday-Thursday and Friday students and teachers hold cooking, botany, and gymnastics activities together. Based on observations made by researchers, school teachers are very instrumental in providing sex education in schools. Sex education itself is inserted in semester one with the theme of Self. In the theme of self the teacher explains about me, my five senses, and my likes. In the sub theme Me. The teacher explains about self-identity. Before the learning process takes place each child was also asked to explain their identity, such as name, age, gender, address, ideals and parents' names. Here is a self-learning theme program.

TABLE I. DEVELOPMENT OF YOUR OWN THEME

Themes	Sub-themes	Specific Themes
Self	1. Self-identity	Name Gender Address
	2. The five senses	Eyes Nose Ears Skin Mouth
	3. Members of the body	Head Body Legs Hands

Source: Joy Elohim's curriculum

TABLE II. SELF-THEMES ACTIVITIES

Subject	Activity	Duration / day
Know your own identity	Mention and find out; name, age, parent's name, gender, home address, name of sibling. Students match the pictures, and name the pictures dot to dot	Monday, Tuesday 3x30 minutes
Mention limbs, limb function and care for limbs	Mentioning body parts, mentioning the function of body parts mentioned by the teacher or student, and how to care for them (for example: bathing, washing your face, cleaning yourself after toilet, washing hands, cutting nails, cutting hair, etc.). Students cut and paste, distinguishing images of male and female human beings and their equipment.	Wednesday 3x30 minutes
Maintain limbs	Explain which parts of the body may and may not be touched by others (people outside of themselves) and seen by others. Take a stand when someone touches a part of the body that cannot be touched by others. Practice brushing your teeth, movements and songs about looking after the body, washing hands and permission when going to the toilet.	Thursday, Friday 3x30 minutes

Source: Joy Elohim's curriculum

TABLE III. DEVELOPMENT OF SELF-THEME ACTIVITY PLAN

Achievement Ability	Activity
Cognitive	Mention and find out; name, age, parent's name, gender, home address, sibling's name. Match the picture Name the image with dot to dot Arrange puzzle pieces (pictures of body parts) Classifying geometric shapes on limbs
Physical Motor	Cut out the five senses Scissors paste the limbs Complementing the forms of people Matching male and female gear
Religious Morals	Explain which body parts are appropriate and inappropriate to be held by others (people outside of themselves) and seen by others. Take a stand when someone touches a part of the body that cannot be touched by others.
Language	Mentioning body parts, mentioning the function of body parts mentioned by the teacher or student, and how to care for them (for example: bathing, washing your face, cleaning yourself after toilet, washing hands, cutting nails, cutting hair, and so on). Students cut and paste, distinguishing images of male and female human beings and their equipment.
Emotional Social	Practice brushing your teeth, Practice hand washing Practice permission if you want to go to the toilet.
Art	Motion and songs about maintaining the body Coloring pictures

Source: Joy Elohim's curriculum

Through the sub-themes above, early age students are taught about sex education that is adjusted to after 4-5 years of development in the theme of oneself. Through sub-themes of self-students are taught to recognize their identities, senses and limbs. The teacher explains learning with a variety of instructional media including through pictures, verbal explanations accompanied by examples, films and activities related to self-identity such as cutting, sticking, coloring and matching pictures. The teacher also explains the objects that are in contact with the boy, what is used and what is the difference with the equipment used with the girl, next the teacher also asks students to explain the different roles between father and mother in the house and clothes that are used daily.

The results of learning activities with the theme of self-students increasingly recognize their own identity, family members, gender of family members, differences in the duties of father and mother. Students are also able to distinguish the equipment used by men and women, as well as personal hygiene after defecation. In addition, for some children who still wet themselves through learning activities with sub-themes caring for limbs, students learn to go to the toilet to defecate, practice how to permit teacher to go to the toilet, and clean themselves after urinating.

In this theme the teacher explains which parts of the body are allowed to be touched by others outside of himself, in addition to these limbs students are explained not to be touched by anyone other than their mother when cleaning themselves. Through these explanations students are also taught to use clothes that are polite and appropriate for their age. Girls are also taught to wear pants when they wear dresses and skirts,

and boys wear complete clothing (t-shirts, underwear, and outer pants) both at home and at play.

The results of observations made to the teacher Joy Kids Elohim, the explanation of the material theme of self-made by Mrs. Ida is very clear and easily understood by children aged 4-5 years at the school. The teacher explains in language that is very simple and easy to understand, besides that the teacher is also assisted with pictures to support the learning process. The picture presented to students is large enough to be easily seen by a total of 6 students. In addition to asking students to stimulate students' abilities, the teacher also gives students the opportunity to ask questions about the material being taught.

The results of the interview with the teacher to find out how the teacher explained sex education material in his own theme, Ms. Ida explained, she began by asking anyone who could mention the body parts, then when students raised their hands the teacher pointed to one of the students to go forward class to mention body parts. In addition, the teacher also explained the function of body parts and how to treat them. Then the researchers continued to ask if there were any props used to support the material. The teacher explains that teaching aids are needed to support the teaching and learning process in class, because early childhood are still very abstract so that the drawing aids will help them to be more detailed in the material presented. The question continues by asking what the teacher is doing to ensure that students receive the material well. The teacher explains, children are asked what they do if there are other people who want to disturb them. Students will answer reject in their way such as running, shouting or not calling the teacher or their parents.

IV. CONCLUSION

Realizing the importance of sex education at the age of 4-5 years, kindergarten teacher Joy Kids Elohim did not want to lose the child's golden period in vain. Through learning activities self-themes and sub-themes keep students' body parts taught through pictures, movements and songs, and self-cleaning practices such as brushing teeth. One of the insights given is for girls to be taught to wear pants when they wear dresses and skirts, and for boys to wear complete clothing (t-shirts, underwear, and outer pants) both at home and at play. Students are also explained if what children have to do when someone is 'naughty' to run and report parents, and learn to open by telling every day all that is good or bad experienced to parents. The teacher also convinces the children that they can be good friends when they are in school, and students can play

together or ask the teacher to deliver toilets if they are not brave.

It is time for sex education to be introduced scientifically starting from early education, teachers and early childhood education ranks must continue to make updates to achieve creativity and continue to innovate for better education.

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