

Dress Code Program as a Form of Sexual Education for Early Childhoods

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Abstract: This article discusses the conceptual studies relating to the prevention of sexual abuse in early childhood through underwear program rules. Program rules underwear is a place for parents and teachers to teach how to provide sex education for early childhood as an effort to prevent the occurrence of sexual abuse in children. The good efforts to prevent sexual violence by people who are closest to the child, parents, and teachers. Early childhood is an individual who has the true curiosity one of which is sexual knowledge. As for the topics that are presented in this article include several things, among others, the concept of early childhood sex education, sexual abuse in early childhood, early childhood sex education. The authors in this article so that a parent can anticipate sexual abuse in early childhood, which may be giving out advice and efforts so that the child can keep his body of people who intend to poor children. In addition, the child can know the boundaries of others as well as touch guard against malicious behavior of the people around the child.

Keywords: sex education, child abuse, dress code, early childhoods

1. INTRODUCTION

Early childhood is a golden age for children, where children have the ability to absorb information rapidly. The ability of the child's brain to absorb various information around him is accompanied by high curiosity. This curiosity is shown by children actively asking questions about various things they encountered, and finding out the various answers they want by exploring.

One of the curiosities that is very high in early childhood is related to sex. This child's curiosity should get the right explanation about sexual knowledge. The wrong knowledge of sex obtained by children, will lead to wrong perceptions about the genitals, reproductive processes, and sexuality. This can have an impact on sexual deviations (Sciaraffa & Randolph, 2001)

Children are nation's assets which are the next generation who have aspirations and hopes for the future for national development. Therefore, it is fitting that children must get the protection of parents, families, communities and countries. Rights children are now neatly regulated in Indonesian laws are regulations in the form of protection from various crimes so that their rights are not violated. But the fact is that until now the problem in children is so many cases of crime experienced by children that cause children's mental health disrupted and unable to carry out their obligations properly (Sitompul, 2015).

The problem that is often found in children is sexual violence. Child sexual abuse such as coercion, threat or

empowerment of a child in sexual activity. Sexual activity includes seeing, feeling, penetration (pressure), molestation dan rape. The impact of sexual violence on children can be physical, psychological, and social. The physical impact can be in the form of sores or tears in the hymen. Psychological effects include mental trauma, fear, shame, anxiety and even suicidal thoughts or attempts (Paramastri, 2010).

Sexual harassment is not just physical contact but also non-physical and verbal, such as showing the perpetrator's genitals to a child, forcing children to show their genitals, showing smelly images sexual, in addition to the form of words, jokes, comments, and invitations that make uncomfortable victims, but the cases we often hear are only victims of physical contact considered a severe case (Chomaria, 2014).

The Indonesian Child Protection Commission (KPAI) states that in 2011 there were 2509 reports of violence, of which 59% were sexual violence which then increased in 2012 where there were 2637 reports, 62%-among them sexual violence. The perpetrators of sexual violence 68% committed by people known to children, including 34% committed by their own biological parents. Meanwhile, the average age of victims ranged from 2-15 years, even among those reportedly still aged 1 year 3 months. This is supported by Sirait (Wardah, 2014) asserting "that the place of the incident after school is home", so the perpetrators of sexual violence are mostly people who are known to be close to the victim.

Cases of child sexual abuse and the effects received later requires efforts to prevent the occurrence of the next victim one of which is by providing knowledge or sex education from an early age. Understanding of sex in preschool children is expected so that children can obtain information right about sex because many media that teach about sex (Jatmikowati, Wind, & Ernawati, 2015).

Cases of child sexual abuse and effects received later requires efforts to prevent further casualties. One of the things that can be done is by providing knowledge or sex education from an early age. Understanding of sex in preschool children is expected so that children can obtain information right about sex (Jatmikowati, Wind & Ernawati, 2015).

Children's knowledge about sex should be supported by the knowledge of parents because the real teacher is the parents themselves, parents can give sex education begins when a child asks about sex difference, other than people parents should be given the knowledge of sex as early as possible to good children through formal and informal education. The importance of knowledge about sex given early because the child's knowledge is still very minimal about sex. These are often used by perpetrators.

Given the importance of issues regarding sex knowledge, awareness of sex education needs to be fostered in early childhood. This agrees with the research conducted by Ambarwati (2013) that there is a significant positive relationship between mothers' application of sexuality education in preschool age children.

Sex education can be instilled early when children begin to ask questions about matters relating to sexuality. For example, when a child asks why a male organ is different from a girl or why a boy must stand when urinating is different from a girl who has to squat (Sugiasih, 2010). From this simple question, parents can begin to instill sex education starting from the most basic level regarding the body's organs and function.

Knowledge about sex education can be increased through learning and providing information with media such as posters, leaflets, flyers, and videos. Use of media and props. This is done to facilitate the reception of messages or information for child. At the cognitive development stage of preschoolers is at a stage preoperational. Children can't imagine things from other people's perspectives, so that they need props so that child can understand the material be delivered.

Based on several cases of sexual violence experienced by children, the government and more specifically to families or parents how important it is to look after and protect their children and prevent sexual violence both boys and girls. Measures to protect children from sexual crimes must also be done from within in the sense that parents should be the first place of prevention and protection for their children.

An effective prevention effort is to continue to consistently carry out sex education to children and parents through the underwear rules program. This program was

spearheaded by child protection and prevention organizations of violence against children. The National Society for Prevention of Cruelty to Children (NSPCC). This underwear rules program makes it easy for parents to open up sex talks with children so that children can protect themselves from sexual crimes. This underwear rules program expects children to protect themselves from people who intend to commit sexual crimes so that children can prevent and protect themselves.

2. SEX EDUCATION FOR EARLY CHILDHOOD

Sex education is an effort to teach, raise awareness and information about sexual problems given to children, in an effort to keep children free from un-Islamic habits and close all possibilities towards sexual deviations (Choirudin, 2014; Pitkoff, 2015). In early childhood, sex education can be given to explain things that explain the function of male and female genitals and protect yourself from people who have bad intentions of sexual violence.

Sex education is an effort to teach, raising awareness and information about sexual problems given to children, in an effort to keep children free from un-Islamic habits and close all possibilities towards sexual deviations (Choirudin, 2014; Pitkoff, 2015). In early childhood, sex education can be given to explain things that explain the functions of male and female genitals and protect yourself from people who have bad intentions of sexual violence that are now increasingly rampant (Crisally, 2010).

There are several reasons and objectives why sex education is important to be given to children from an early age (Choirudin, 2008), namely: (1) provide lessons on the role of the sexes especially on biological topics such as pregnancy, menstruation, puberty; (2) provide an understanding of how attitudes and ways of interacting with the opposite sex; (3) prevent sexual deviation; (4) able to distinguish which forms of abuse or violence sexual and what is not; (5) preventing children from becoming victims or-even perpetrators-sexual harassment or violence; and (6) fostering a courage to report when there is or becoming a victim of sexual violence.

Sex education not only teaches about preventing sexual violence by strangers, sex education also teaches children to maintain the health of their genitals so as to avoid sexual deviations (Counterman & Kirkwood, 2013). Therefore, the provision of sex education will reduce the rate of rates of sufferers of venereal disease and can prevent sexual deviant behavior. Sex material does not need to be covered up, because it will make students more curious and want to try it. However, it should also be accompanied by an explanation due to the sex itself from adults (Bright, 2015).

Cohen (2009) provides four basic steps for answering children's questions about sexuality. These steps will help parents to provide children with the right information so that parents can communicate effectively, including:

- a. Ask the child why the child asks this question. This is to see the extent of children's knowledge about sex and where children know this. Is the child sexually involved? Or just see? Or just hear?
- b. Ask the child possible answers to questions. This is to see the extent to which children think "what do you think about this?". Parents can estimate the child's knowledge about the question and how the child expresses the answer.
- c. Answer the child's questions honestly according to the child's response. Answer the children's questions as honestly and as needed, don't give too much information too far. Answers that are too complex will make children more curious about sex.
- d. Ask children if they understand the answer. This stage looks at whether the child understands the answers given. If the child does not understand the answer, parents can have words that are appropriate for the child to understand.

3. CHILD SEXUAL ABUSE

Sexual violence is the involvement of children in sexual activities carried out by children who have not reached a certain age limit set by state law with adults or other older children (UNICEF). The Child Protection Act provides a limitation that what is meant by a child is someone who is not yet 18 (eighteen years old), including children who are still in the womb (Child Protection Law Number 23 of 2002).

According to Gelles (Hurairah, 2012) violence against children is an act intentional loss or cause danger to children (both physically and emotional). Forms of violence against children can be classified into violence physically, psychologically violent, sexual violence and violent violence social. Child sexual abuse according to End Child Prostitution in Asia Tourism (ECPAT) International is a relationship or interaction between a child with an older person or an adult like strangers, siblings or parents where children are used as the object of satisfying the sexual needs of the offender. This action is done by using coercion, threats, bribes, deception and even pressure. Sexual violence activities against the child does not have to involve contact the body between the offender and the child as victim. These forms of sexual violence themselves can be in the act of rape or sexual abuse (Sari, 2009).

Sexual violence against children is if someone uses a child to get sexual pleasure or satisfaction. Not limited to sex, but also actions that lead to sexual activity against children, such as: touching the child's body sexually, good si children wear clothes or not; all forms sex penetration, including mouth penetration children use objects or limbs; making or coercing a child involved in sexual activity; intentionally did sexual activity in the presence of a child, or not protect and prevent children from witnessing sexual activity carried out by other people; create, distribute and

display pictures or films that contain scenes children in poses or actions not profanity; and show the child, image, photo or film that displays sexual activity.

According to Lyness (Maslihah, 2006) violence sexual acts against children include actions touching or kissing a child's sexual organs, sexual acts or rape of children, exposing media / pornographic objects, show genitals in children and etc. Sexual abuse (sexual abuse) is the usual type of persecution divided in two categories based on identity perpetrators, namely:

3.1 Familial Abuse

Including familial abuse is incest, namely sexual violence where between the victim and the perpetrator are still in a relationship blood, become part of the nuclear family. In this case including someone who be a substitute for parents, for example stepfather, or lover, caregiver or person who is believed to care for children. Mayer (Tower, 2002) mentions categories incest in the family and associate with violence on children, i.e. the first category, sexual abuse molestation), this includes interactions non-coitus, petting, fondling, exhibitionism, and voyeurism, all related matters to sexually stimulate offenders. The second category, rape (sexual assault), in the form of oral or device contact genitals, masturbation, oral stimulation on penis (fellatio), and oral stimulation on clitoris (cunnilingus). The last category the most fatal is called rape forced (forcible rape), including contact sexual. Fear, violence and threats become difficult for victims. Mayer said that there were at most two the last category that causes trauma hardest for children, but the victim previously did not say thus.

3.2 Extra Familial Abuse

Sexual violence is violence conducted by others outside victim's family. In the pattern of harassment sexual outside the family, perpetrators usually adults known by sang child and have built relationships with the child, then persuaded the child into a situation where abuse is Such sexual acts are carried out, often with give certain rewards that don't obtained by the child at his home. The child usually remains silent because if it is known they are afraid of trigger anger from their parents. In addition, some parents sometimes care less about where and with who their children spend due time. Children who often skip class schools tend to be vulnerable to experience this incident and must watch out for.

Sexual violence with children as victims committed by adults known as pedophile, and which it becomes the main victims are children. Pedophilia can be interpreted as "liking children" (de Yong in Tower, 2002). Understanding of children in Article 1 Paragraph 1 of Law No. 23 of 2002 about juvenile justice, "a child is someone who have not been 18 (eighteen) years old, including children who are still in the womb ". While the notion of child protection according to Article 1 Paragraph 2 of Law

Number 23 of 2002 concerning Child Protection, “Child protection is all activities to guarantee and protect children and their rights in order to live, grow, develop, and participate, optimally accordingly with human dignity and dignity, as well get protection from violence and discrimination”.

3.3 Underwear Rules Program

The underwear rules program is a simple guide to help parents explain sex education to children where others cannot try to touch them, how to react and how to seek help. The underwear rules program has simple rules where children cannot be touched by others on the body parts covered by children’s underwear and children should not touch other people’s bodies that are covered by underwear. It also helps explain to children that their body is theirs, that there are good and bad secrets and good and bad touches.⁷ Frequency distribution of principal performance is presented in Table 1. The mean of principal performance is 85.86; it can be concluded that the principal’s performance is in the medium category. Furthermore, the item mean is compared with the total mean. The results of these comparisons are as in Table 2. Referring to Table 2, it can be seen that items included in category R are items that must be improved by the principal. Whereas items included in category H are items that must be maintained by the principal.

4. IMPACT OF SEXUAL VIOLENCE AGAINST CHILDREN

Sexual violence tends to inflict traumatic impact both on children and in adults. However, cases of violence sexual often not revealed because of its denial of violence sexual happens. Even more difficult is if this sexual assault occurs in children, because of children victims of sexual violence did not understand that he was a victim. Victims find it hard to trust others so keep the incident of sexual violence. In addition, children tend to be afraid to report because they feel threatened to experience worse consequences when reporting, children feel ashamed to tell events sexual assault, the child feels that incidents of sexual violence that occur because of his mistakes and incidents of violence sexually makes children feel that they are embarrassing the family name.

Impact sexual harassment that occurs is indicated by powerlessness, which the victim feels helpless and tortured when revealed the sexual harassment incident. Finkelhor and Browne (Tower, 2002) categorize four types of effects of trauma due to sexual violence experienced by children, namely:

4.1 Betrayal

Trust is the main basis for victims of sexual violence. As a child, having trust in parents and trust is understood and understood. However, children’s trust and parental authority become things threatening children.

4.2 Traumatic sexualization

Russel (Tower, 2002) found that women who experienced sexual violence tended to reject sexual relations, and as a consequence became victims of sexual violence in the household. Finkelhor (Tower, 2002) notes that victims prefer same-sex partners because they think men cannot be trusted.

4.3 Feeling Powerless (Powerlessness)

Fear penetrates the victim’s life. Nightmares, phobias, and anxiety experienced by victims are accompanied by pain. Feelings of helplessness cause the individual to feel weak. The victim feels she is unable and less effective at work. Some victims also felt pain in his body. Conversely, other victims have excessive intensity and encouragement in themselves (Finkelhor and Browne, Briere in Tower, 2002).

4.4 Stigmatization

Victims of sexual violence feel guilty, ashamed, have a bad self-image. Guilt and shame are formed due to helplessness and feel that they do not have the power to control themselves. Children as victims often feel different from others, and some victims get angry at their bodies due to the abuse they experience. Other victims use drugs and alcohol to punish their bodies, blunt their senses, or try to avoid the memory of the incident (Gelinas, Kinzl and Biebl in Tower, 2002).

Physically it is possible that there is nothing to be concerned about children who are victims of sexual violence, but psychologically it can cause addiction, trauma, vengeance and others. What happens to them will affect the maturity and independence of children’s lives in the future, the way they see the world and their future in general.

5. HOW TO TEACH THE UNDERWEAR RULES PROGRAM TO CHILDREN

The underwear rules program is developing to help parents and teachers begin sex education discussions with children. This is an effective way to prevent sexual violence against children. In the underwear rules program, there are five important aspects that are taught to children, namely:

5.1 My Body is Only Mine

The child should know that his body is his own and no one can touch it without permission from himself. Beginning to open the conversation early on about sexuality and “body parts that are privacy”, using a name that matches the genital body parts and other body parts will help the child to understand. Children should be able to reject and say “NO” boldly and loudly to inappropriate

physical contact, avoiding insecure situations and can complain to adults.

5.2 Good Touch and Bad Touch

Children do not always know what is appropriate and inappropriate. Tell the child that it is not good if someone sees or holds their personal body or someone asks the child to show and hold someone else's private body. This underwear rules program helps children to clearly know the limits, namely: underwear. It also helps adults to start discussions with children. If children are not sure whether a person's behavior is acceptable, make sure they know to ask for help from trusted adults. The story book "Kiko and The Hand" is one of the underwear rules media programs to teach sex education to children.

5.3 Good Secrets and Bad Secrets

Secrets are the main tactic of sexual offenders. That is why it is important to teach the difference between good and bad secrets to create a climate of trust. Every secret that makes them anxious, uncomfortable, afraid, sad, unkind and should not be kept, it should be told to a trusted adult (parents, teachers, police, doctors).

5.4 Prevention and Protection are Adult Responsibilities

When children are abused, they feel shame, guilt and fear. Adults should avoid creating taboos around sexuality, and make sure children know who to turn to if they are worried, anxious or sad. Children may feel that something is wrong. Adults must be attentive and accept their feelings and behavior. There may be many reasons why a child refuses contact with other adults or with other children. This must be respected. Children must always feel that they can talk to their parents about this problem. Other useful hints to help the underwear rules program include:

- a. Reporting and disclosure. Children need to be given instructions about trusted adults for child safety. Children must be able to choose adults they can trust and are ready to listen and help when bad things happen. In essence, children must know how to seek help from trusted adults.
- b. Known offender. In most cases the offender is someone known to the child. It is especially difficult for children to understand that someone who knows them can torture them. It is important to know the process used by the offender to gain the trust of children. Informing parents regularly about someone giving a gift, asking to keep a secret or trying to spend time alone with a child should be a set of rules at home
- c. Unknown perpetrator. In some cases, the perpetrator is an unknown person. Teach children simple rules about dealing with strangers: don't want to get in a car with strangers, never accept gifts or invitations from strangers.

- d. Help. Children should know several experts who can help (teachers, social workers, psychiatrists, school psychiatrists, police) and children can contact people who have these interests.

6. UNDERWEAR RULES PROGRAM AS AN EFFORT TO PREVENT VIOLENCE IN CHILDREN

The underwear rules program is a program spearheaded by organizations in the UK that specialize in child protection and prevention of violence against children. The National Society for the Prevention of Cruelty to Children (NSPCC) aims to end violence against children by trying to influence laws, policies, practitioners, attitudes and behaviors for the benefit of children and young people.

As explained above, the underwear rules program teaches children that the child's body belongs to the child, the child has the right to say no and that the child must always notify adults if the child is angry or worried. This program is one of the media for parents so that they do not hesitate in providing sex education to young children.

Parents and educators have an important role in protecting children from sexual abuse by starting to talk to children. Parents need not feel confused in providing sex education to children, just by following the steps of this program, parents can provide sex education discussions to children in an easy way. The underwear rules discussion uses a guide that is easy for parents to remember, namely, "PANTS" (panties), which include:

6.1 Private are Private

Anything that is covered by underwear may not be seen or touched the body parts of their children. If anyone tries, the child must say "NO". In some situations, people close to a nuclear family member, doctor, or nurse may be able to touch this private part of the body. Therefore, parents can provide an explanation for certain children that people can touch these body parts but must have a reason that is strong enough (sick).

6.2 Always Remember Your Body Belong to You

Children must know their body is theirs and no other people who have the right to do something with their body that makes them feel uncomfortable. If anyone tries, your child must tell a trusted adult.

6.3 No Means No

Children have the right to say 'no', even to family members or someone they love. This shows the child is able to control the child's body and parents must respect the child's choice. There are times when parents can reject a child for example when crossing the road and when sick.

This can be explained by parents, they can take a stand in certain circumstances.

6.4 Talk about the Secret that Upset You

Helps children feel confident when talking about secrets that make children worry about problems. Explain to children the difference between good secrets and bad secrets. Some secrets such as surprise parties are good secrets. Parents should never make children have secrets that make children worry and fear. Secrets are often a powerful weapon for perpetrators of sexual harassment so that their actions are unknown to many people. Therefore, parents can give a small promise “this is our little secret” so that children can tell secrets that make children worry. Help your child to feel calm and confident when wanting to share secrets.

6.5 Speak Up, Someone Can Help

If your child feels sadness anxious or afraid, children can talk with adults they trust. This person will listen and can help stop anything that makes them angry. Remind children that whatever the problem, it is not their fault and they will not get into trouble. A trusted adult does not have to be a family member. This can be a teacher, brother or sister or parent of a friend.

These five guidelines are expected to be a useful medium for parents in teaching sex education to early childhood. Not only this guide, the underwear rules program also has other media that are suitable for children’s development, namely the story book entitled “Kiko and The Hand”.

In addition to the story book titled “Kiko and The Hand”, the Underwear rules program also provides an example of a mini drama performed by elementary school children. In this minimal duration film, telling the real version of “Kiko and the Hand”, children can understand clearly after watching this film or after storytelling the “Kiko and the Hand” story. After parents understand the underwear rules program, it is hoped that they can become guidelines in providing sex education for their children and the reduction in victims of sexual violence in early childhood.

7. CONCLUSION

Based on the content study and discussion described above, it can be concluded that the underwear rules program is a guide for parents and educators in teaching sex education to children. The program provided with underwear rules makes it easy for parents to open sex talks with children so that children can protect themselves from sex offenders. The underwear rules program expects children to protect themselves from people who have bad intentions for children and can protect themselves. Maintaining sexual health so that children do not commit sexual deviations.

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