

Parents and Teachers' Perceptions of the Implementation of Sex Education in K-13 Learning at Purwakarta District PAUD Institution

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ABSTRACT

Sexual harassment are increasingly prevalent in various places, including in the Purwakarta region, there has been the abuse of a 6-year-old girl by a 44-year-old neighbor¹. For Handling this case should be of concern to every element, including the government, the general public, parents and also Educational institutions. PAUD has an important role to educate early childhood so that the risk of sexual harassment against children can be avoided. The government's strategy in overcoming cases of sexual harassment by designing sex education in K-13 through thematic learning in PAUD². This study aims to determine the implementation of Sex Education in K-13 learning at PAUD Institution in Purwakarta Regency. This research method uses a qualitative method of phenomenological design, with a sample of 5 PAUD institutions in Purwakarta Regency. Data collection techniques using interviews, observation and documentation. The results showed that parents 'and teachers' perceptions of sexual education could not be applied in K13 learning in PAUD, because it was still considered a taboo for certain communities.

Keywords: *K-13, PAUD, Sexual Harassment, Sex Education.*

1. INTRODUCTION

Cases of violence that occur in children are still a very crucial problem because this case continues to increase. KPAI reports cases of violence against children one of which is a case of sexual violence. cases of sexual violence that occur in children comprise molestation, rape, sodomy, and other acts of abuse. usually these acts of sexual violence are carried out by means of the perpetrators forcing or luring the child to be fulfilled. Alfons, M (2019) LPSK noted an increase in cases of sexual violence in early childhood which occurred since 2016 a number of 25 cases, then increased 2017 to 81 cases, and the peak in 2018 to 206 cases. Sadly cases of sexual violence that occur in children are carried out by those closest to the child, which should be a safe place for children. Cases of sexual harassment that occur in early childhood not looked at gender, age but the most victims occur in early childhood and sexual harassment not only happens in big cities, one of which is in Purwakarta. Reported Junandi (elshint.com, 2019) One of the cases of sexual harassment that occurred in Purwakarta was the perpetrator who was the father of the victim's playmate. perpetrator who sexually abused the victim by being molested while playing at the perpetrator's house.

With so many cases of sexual violence that occur in early childhood, of course this case should be of concern and

require the cooperation of many individuals from many walks of life : Parents, educators, researchers, clinicians, school board members and legislators or government. But the fact that happens parents are still apathetic and do not play an active role in providing sexual education to their children because this learning is considered taboo, Unfortunately sex education is just as important "Children learn about sexuality [and their developing bodies] the same way they learn about everything else through words, actions, interactions, and relationships "(Chrisman, K. & D. Couchenour. 2002, hlm.3). Therefore the teacher can be a figure and bridge because the teacher has a very strategic role in introducing education to children from an early childhood.

Sexual education is one of form of intervention to deal with cases of sexual violence against children, Words such as vulva, vagina, penis, anus, and breasts are the names of the body parts that should be used children are to understand hat behaviors they are being taught to avoid. Because according to Finkelhor (2009, p.179) said the main purpose of efforts to prevent sexual abuse of children in the field of education (providing sex education) is to help children be skilled at identifying dangerous situations and prevent sexual harassment and to teach children forms of touch that are not good., how do you refuse or end an interaction with a suspicious person or person and how to ask for help.

Nawita (2013) explains that sex education is an effort to provide information or introduce (name and function)

limbs, understanding differences gender, description of behavior (relationship and intimacy) sex, and knowledge about values and norms that are in society related to gender. Sexual education provided earlier in the first year of a child's life by the family and the following year by the school is the best form of explaining the development of sexuality to children.

Besides parents and family have an important role in the cultivation of sexual education in children, teachers and PAUD institutions are also as a most important and powerful factor because teachers and PAUD institutions provide protection services, including introducing sexual education to children. In UU No 137 tahun 2014 on national standards for early childhood education in article 35 explains that the implementation of the PAUD program is an integration of education, care, protection, health&nutrition services that are held in the form of units or kindergarten programs, / Raudatul Athfal (RA), Bustanul Atfal (BA), Kelompok Bermain (KB), Taman Penitipan Anak (TPA), dan satuan PAUD Sejenis (SPS).

2. RESEARCH METHOD

The research method used in this paper is a study of deskriptif research with phenomenological design as an effort to describe the phenomenon of sexual harassment and perception of society, teachers, and parents on sexual education For early childhood. According to Giorgi (1994), the design of phenomenology is an approach aimed at understanding a phenomenon occurring based on a first-person perspective. Data collection techniques by conducting interviews to explore information based on the experience that is owned by the informant.

According to Sugiyono (2015), interviews are data collection techniques when the study requires preliminary studies to be acquired problems that are worth investigating. This interview is conducted by researchers to study the experience and perception of parents and society as adults who interact directly with early childhood, as well as information that researchers dig through interviews with educators of children aged Early to learn about the phenomenon of sexual harassment that occurred in early childhood education and the implementation of K13 in the effort to provide sexual education early.

The subject of this study is parents, teachers and society. The data collection techniques used are triangulation techniques to obtain data from different sources of the same technical.

From the results of data analysis, two themes were found that the implementation of sexual education was contained in K13 and the perception of parents and society in addressing sexual violence in early childhood.

3. DISCUSSION

3.1. Parents' Perceptions of Sexual Education in Early Childhood

Sex education is often considered taboo in public environments, especially introducing and providing knowledge of the gender functions that every human being has to reproduce, even though the case of harassment is increasingly poor when unattended and Early. Chomaria (2014) expressed opinion about sex education for early childhood, that early sex education began with introducing body parts, such as introducing vaginal and penis functions not only for urination, But to reproduce. The child has a great curiosity so that sex education needs to be given early on by parents and teachers, even if parents and teachers do not give sex education, the child will still seek information, his fatness if sex education is not Given by parents and teachers, children will get information about sexual from untrusted sources, such as peers who understand the sexual concepts of the negative, adults who intend to sexually abuse, the internet, and other Etc. Sex education does not introduce on how to have sex to children, but rather education on the anatomy of organs that can be continued on the sexual reproduction and consequences when done without understanding the rules Law, religion, and customs, and the mental and material readiness of a person (Ratnasari & Alias, 2016). This means that in addition to sex education provides an understanding of its biological side, sex education also gives an understanding of the laws, religions, and customs that apply in the community environment. This opinion is supported by Halstead and Reiss, 2003 that the purpose of sex education not only provides information about sexuality but also fosters a positive attitude and a critical reflection on the individual experience (in Qibtiyah, 2006). The perception of parents, teachers and the public about sex education is very diverse, so the quote perception gained from the interview to the first informant:

"Yes, for introducing that, I need to know, so that children can know, just in case, for example, like mothers, at home with the children, they also teach for example, 'if for example there is someone who is holding this (while pointing at the chest) I want to run to my mom, I like to say that. If you sit properly for example, just give the basics to the child so that the child will also feel scared." (Informant1)

The statement above is the result of an interview with one of the parents of TK P students who thought that the need for the introduction of sexual education in early childhood to prevent unwanted things, his statement or also supported by statements from people from other sources who are the same as parents of TK P. Students

"Yes, I think is good, haha (chuckling), it's good too, if there is for this, but like that, it will be returned to the child, if he focuses on listening to this, the negative side is good or positive (positive), it depends on the child too. hmm yeah if that's so. But surely I support if there is something like this." (Informant2)

The statement from the parents above is in line with the opinion (Rakhmawati, 2015) which states that child care is a set of obligations that must be carried out by parents. If childcare cannot be fulfilled properly, it will often create problems and conflicts, both within the child itself and between children and their parents, and the environment. Likewise about sexual education in early childhood can not

be separated from parental care, where the role of parents is very important to teach children sexual education as a prevention of rampant cases of sexual violence on children.

3.2. Implementation of Sexual Education in Early Childhood in Schools

Sexual education in early childhood is very important to minimize sexual violence against children, this is what underlies the government wants to implement sexual education in schools in k-13. In PAUD learning sexual education can be introduced in the theme myself as explained in Permendikbud No. 146 of 2014 that learning in PAUD uses thematic learning with a scientific approach. Accordance with what was stated by (Jatmikowati, Angin, & Ernawati, 2015) that sexual education in early childhood is not education that teaches children to have free sex but sex education in early childhood is intended to understand the child's body condition, body condition of the opposite sex, and to protect and prevent children from sexual violence. This can be learned by the child in the theme of learning myself with a sub-theme of the limbs where the child will be introduced to his limbs and the function and appropriateness of the limbs including genitals as part of the limbs.

The following are the results of an interview with JL a kindergarten teacher in Purwakarta, who revealed that the kindergarten where he taught had introduced sexual education to children starting from the orientation of students, and introduced to children in a fun way such as through games and power points.

"For children's education, uh, early childhood sex education, we have already been emm ... often yes, teaching children whether it's through singing, or whether it's through a power point, is there any description to children. If for example what should we do, we should not what should be so. There is education in us if it's the beginning of the first semester of the first week. We have taught it from the first time, it's like not ... is it okay or not in the middle, not at the end, instead we instill the sex education of children at the beginning of the children entering instead we teach it in orientation activities. We teach it in the orientation period when he just entered school " (informant 3)

In the implementation of the implementation of sexual education in early childhood, it should be fun so that learning objectives can be achieved in accordance with expectations, it is stated in Permendikbud No. 137 of 2014 CHAPTER V about the standard process in article 13 point 4, because when learning in children is conceptually pleasing that is free and make the child comfortable the child will also receive the learning process to the maximum. However, the facts on the ground are not easy to implement sexual education in early childhood at school, there are several obstacles including the lack of teacher knowledge about information about sexual education in early childhood so that the implementation is still not optimal, as the results of an interview submitted by Cc one of Kindergarten teachers in Purwakarta are different as JL Cc revealed that

in the implementation of sexual education for children in the school where he taught there were still some obstacles and the results of the interview.

"The program is good, but the application in the field has not been implemented consistently, because there may be various obstacles, because we also provide sex education information to children, teachers must know their knowledge, they must read books first, they must understand first, well maybe this is knowledge or information about the lack of sexual education from teacher teachers so that they also slip into limited children, but if it is not in general, or in non-formal and formal pauds that I see they have already provided material as simple as possible before the touch song may touch may not touch they have bought the material, and the children know then practice in front of these children the part that can be touched, this part that can be touched. Then which should be closed and which are not closed. In addition, the limitations of the media, from the material and from the methods presented are not consistent. " (informant 4)

From the results of interviews with PAUD teachers in Purwakarta the implementation of sexual education in children has been applied, but how it is applied depends on the school and each teacher.

4. CONCLUSION

Sexual education is an attempt to provide functional information from the anatomy of an organ and a critical attitude toward what actions others have given a child. Sexual education for early childhood received positive responses from parents, how important sexual education was given early on. The implementation of sexual education in K13 through the theme of myself by introducing members of the body, function, and how to keep the body from sexual abuse.

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