

Effectiveness of Islamic Sex Education with Mediated Learning Experience Training for Early Childhood's Parents and Teacher

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Abstract—The purpose of the study was to see if there was an increase in respondents' knowledge through Islamic sex education for early childhood training. The research design used is quantitative approach with quasi experiment method and research One Group Pretest-Posttest design. The research sample was determined by purposive sampling which consisted of parents and early childhood education teachers in densely populated areas classified as poor in the city of Bandung as many as fifteen people. The treatment provided is Islamic sex education model training for early childhood using the lecture method, question and answer, discussion, and case studies. The results showed that there was a significant difference in participants' knowledge between before and after the training.

Keywords—training, islamic sex education, early childhood, parents, teachers

I. INTRODUCTION

Komisi Perlindungan Anak Indonesia or Indonesian Children Protection Commission (KPAI) recorded as many as 1.880 children become victims of sexual abuse such as rape, fornication, sodomy and paedophilia [1]. The Office of Women's Empowerment, Child Protection, and Community Empowerment noted that since 2016 it had handled 142 cases of violence against children, which were dominated by cases of sexual abuse. Cases of violence against children continue to increase from year to year, especially in the city of Bandung. Cases of sexual violence are very complex due to various factors [2,3].

Most of the children who are victims of sexual violence come from poor families, in a bad home atmosphere, without separate rooms between parents and children. Children are not specially protected, so it is possible to see a husband-and-wife relationship, which has a bad impact on their sons and daughters [4]. Children who have been sexually abused are shown to exhibit all of the trauma symptoms based on the trauma symptom inventory [5]. Various strategies to prevent sexual violence need to be pursued [6,7].

The causes of children becoming victims of sexual violence vary, including children who lack parental supervision, parents are too busy working, children watch unaccompanied, lack of parental love and attention, lack of parental knowledge about protecting children from sexual violence, children close to brothers who are teenagers, often play in strangers' houses, timid children, children from incomplete families, children who are under a lot of pressure from their families, street children, children with special needs, children who are entrusted with the caregiver, the location of the house is located in a slum area, the way the child looks is conspicuous or attracts attention, often watches sex-related things, is easily persuaded by others, both parents work, there is no sex education, many children are left to do their activities, lost father figure [5].

Animal Protector Village, Astana Anyar Sub-district, Bandung City, is one of the sub-districts in which some areas are vulnerable for early childhood to become victims of sexual violence. The results of the meeting with community representatives revealed that parents need knowledge about methods of implementing sex education for their children and grandchildren. Early Childhood's teachers who are expected to be able to provide education regarding this issue, they stated that they have not provided planned sex education because they do not know the right method.

Based on these facts, it is necessary to empower parents, teachers, and local communities in protecting early childhood from acts of sexual harassment and violence through increasing knowledge about sex education models for early childhood, maintaining reproductive health since childhood, and skills in managing a healthy home environment for child development. In the kindergarten environment, it is often found that there are events related to sexual problems. Several questions arise including "where did this baby come from?", or "why do boys dress differently from girls" [8,9]. Likewise, there are differences in the types of games played where boys generally prefer to play ball games, and girls play with dolls [10,11]. Sometimes the children show role-playing activities, for

example acting as a husband and wife, often kissing as a child [8,11]. In fact, children often play with their vital body parts, for example touching their genitals, opening women's panties, touching adult breasts, and masturbating [8,12,13].

Sexual abuse of children is a crime of the most concern at this time [14]. Harassment harms children [15,16]. Child sexual abuse is a global problem and has become an in-depth discussion in various national media in every country in the world [17]. Paying attention to the need for special attention because things related to the future of children need efforts from parents as the closest people from the child's side, as well as the teacher from the school, as a second parent to the child.

Why are parents the main key, because their responsibility to stimulate growth and development of which is the development of self-awareness about self-identity, relationships and intimacy [18,19].

However, some parents consider this a taboo. This is because there is a feeling of shame or inappropriateness in discussing sexuality with children [20-22]. Therefore, they need to be helped to increase their awareness as well as their knowledge to teach sexual issues to children [23,24].

In addition to parents, the role of teachers in schools is important for children's development in understanding self-identity and various phenomena of sexuality in children at an early age. However, the results of the study show different responses regarding the importance of sexual education for early childhood in Kindergarten, some show it openly with children in the class, but on the other hand, some avoid interaction related to the issue of sex education for children [25,26].

According to Davies et al. [12], also found that Kindergarten teachers in the UK, are more likely to prohibit sexual games and behaviour in children than to educate them regarding sexually related behaviour or words.

The purpose of the study was to see if there was an increase in respondents' knowledge through Islamic sex education for early childhood training.

II. METHODS

The research design used is quantitative approach with Quasi experiment method and research One Group Pre-tes Post-test design [27].

The research sample was determined by purposive sampling which consisted of parents and early childhood education teachers in densely populated areas classified as poor in the city of Bandung as many as fifteen people (Table 1).

TABLE I. CHARACTERISTICS OF RESEARCH SUBJECTS

| No | Gender | Age | Status | Education Status | Home facilities |
|----|--------|-----|--------|------------------|-----------------|
| 1. | F | 30 | M | ES | PCNR; NBT |
| 2 | F | 25 | M | ES | PCNR; NBT |
| 3. | F | 32 | M | ES | PCNR; NBT |
| 4 | F | 28 | M | ES | PCNR; BT |
| 5 | F | 23 | M | ES | PCNR; NBT |
| 6 | F | 35 | M | ES | PCNR; NBT |
| 7 | F | 48 | M | YHS | PCNR; NBT |
| 8 | F | 49 | M | YHS | NPCR; BT |
| 9 | F | 52 | GM | YHS | PCNR; BT |
| 10 | F | 38 | T | SHS | PCR; BT |
| 11 | F | 35 | T | SHS | PCR; BT |
| 12 | F | 58 | M | ES | PCNR; NBT |
| 13 | F | 36 | M | SHS | PCNR; BT |
| 14 | F | 42 | M | SHS | PCNR; BT |
| 15 | F | 38 | M | YHS | PCNR; NBT |

Note: E = Elementary School; F = Female; SHS = Senior High School; T = Early Childhood's Teacher; M = Mother; G = Grand Mother; PCNR = Parents & children don't have separate rooms; NBT = House without bathroom & toilet; BT = House with bathroom and toilet; PCR = Children have separate rooms with parents, but one room with siblings

The research procedures are include: (1) determining research subjects in locations prone to sexual violence; (2) developing a test instrument for knowledge and practice of sex education for early childhood; (3) carry out the pre-test; (4) carry out Islamic sex education training with a mediated learning experience approach; (5) do post-test; (6) test the hypothesis to see the difference in the ability of research subjects between before and after training.

III. RESULTS

To determine the effectiveness of Islamic Sex Education Training for Parents and Early Childhood Teachers, a paired T-test with SPSS was used. Paired T-test is a parametric difference test on two paired data. The function or use of the test is intended for a different test or comparative test, meaning that it compares whether there is a difference in the mean or average of two paired groups, meaning that the data source comes from the same sample.

To calculate the t-test, we first do the normality test, because in the parametric statistical test the research data with normal distribution is a requirement that must be met. The results of the normality test are presented in Table 2.

TABLE II. TESTS OF NORMALITY

| | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|----------|---------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre Test | .232 | 15 | .028 | .834 | 15 | .010 |

Based on the results of the normality test using Kolmogorov Smirnov, it can be seen that p Sig. < 0.05, i.e. 0.028. Thus, the data is not normal. In addition to the normality test, a homogeneity test was also carried out, to determine whether the sample data was homogeneous or not. The results are presented in Table 3.

TABLE III. TEST OF HOMOGENOUS

| | | Independent Samples Test | | | | | | | | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Pre Test | Equal variances assumed | 12.806 | .003 | .530 | 13 | .605 | 4.727 | 8.926 | -14.556 | 24.011 |
| | Equal variances not assumed | | | .863 | 11.676 | .405 | 4.727 | 5.477 | -7.243 | 16.697 |

Based on the results of the homogeneity test using Levine’s test, it can be seen that $p \text{ Sig.} < 0.05$, i.e. 0.003. Thus, the data is not homogeneous. Seeing the abnormal and non-homogeneous character of the data, as well as the small number of samples, a non-parametric statistic was chosen, namely the Wilcoxon Signed-Rank Test.

Hypothesis Test Summary

| | Null Hypothesis | Test | Sig. | Decision |
|---|--|---|------|-----------------------------|
| 1 | The median of differences between Pre Test and Post Test equals 0. | Related-Samples Wilcoxon Signed Rank Test | .001 | Reject the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Fig. 1. Wilcoxon signed-rank test.

Based on the results of the Wilcoxon test, obtained $p \text{ Sig.} < 0.05$, i.e. 0.001 (Figure 1). Thus, the null hypothesis is rejected. That is, there is a significant difference between the pre-test and post-test. This shows an increase in the knowledge of parents and teachers about sex education.

IV. DISCUSSION

Treatment in the form of sex education training for parents and early childhood teachers to increase knowledge and practice of sex education is a preventive measure in line with another research. Parents play an important role in protecting children from sexual violence through direct and indirect supervision by building self-efficacy and high self-esteem in children [7,28-30].

Islamic early childhood sex education with a mediated learning experience approach is the specialty of this research. The application of Islamic values in sex education for early childhood through children's daily activities is not only training to strengthen children personally through increasing self-confidence, self-esteem and self-efficacy and strengthening environmental supervision by parents but at the same time protecting children from sexual violence by asking for Allah's protection and educational methods that have been exemplified by the Prophet Muhammad. Increasing the knowledge of parents and teachers about Islamic sex education is supported by the training methods used and the research subjects' curiosity about the practice of mediated learning experience. The fourth method and approach to increase knowledge and skills in applying the Islamic sex education model with a mediated learning experience approach is the lecture,

discussion, simulation, and practice methods. Mediated Learning Experience (MLE) is the provision of learning experiences as an interactive learning model that focuses on the quality of a relationship or interaction to guide children to recognize, observe, and interpret things in the environment through clear meanings and finding links between things, planning and assessing the environment. This mediated method tends to be different from conventional methods, where what stands out from this method is the quality of the interaction between parents and children.

The stages in the MLE are; a) Focusing-intentionality and reciprocity (directing and getting children's attention); b) Mediation of meaning and excitement (giving names and emphasizing meaning); c) Expanding and going beyond the immediate-transcendence (providing a further explanation); d) Rewarding-mediated feelings of competence (giving children a feeling of ability); and e) Regulation of behaviour-helping the child to plan before doing. MLE is linked to cognitive improvement in children [31]; relationship mother and child [32]; Development of emotions, motivation and personality such as anxiety, building intrinsic motivation, frustration tolerance [31].

Today the information media and technology are so easy to provide information on violence, especially sexual violence [33]. Lack of sex education in children can lead to violence or sexual harassment by adults [34]. Given that so far education in this phase is often ignored or poorly understood by the community Early childhood is an individual who has true curiosity, one of which is sexual knowledge [35]. In Indonesia, sex education for children is still considered taboo, especially at an early age. Parents think that sex education is inappropriate for young children [36] contrary to the views of teachers, consider sex education necessary to be provided, only the material presented is more Western references than Islamic values [4].

Sex education is the provision of information about sex that aims to reduce the potential risk of sexual behaviour [31]. Parents and teachers as the child's closest environment have an important role in protecting an effort to prevent sexual violence in children through early sexual education [37]. Early childhood education that is carried out in an educative and more aesthetic way can provide an understanding of identity and body parts, have a sense of shame, are accustomed to keeping aurat from the eyes of others.

There are few racial and/or ethnic differences in formal sex education and sex education by parents among young women 38. Efforts to prevent violence by teaching children how to protect themselves are seen as more effective than providing legal treatment and handling victims and perpetrators 39. In developing a child sexual violence prevention program, it is necessary to consider the appropriateness and acceptance of a) people who tend to resist prevention efforts, (b) available resources in schools to provide additional learning materials, and (c) sensitive sex education content for educators, people old and students 40. Prevention of sexual violence against children can be done by changing paradigm of sexual abuse with changing the strategy of communicating 41. In developing sex education training for parents and early childhood teachers, it is necessary to consider ethnicity, language and communication, as well as appropriateness of content.

V. CONCLUSION

Training on the implementation of Islamic sex education with a mediated learning experience approach has proven to be effective in increasing the knowledge of parents and teachers in sex education for early childhood. Increased knowledge of parents is supported by various factors; methods, the novelty of information, and the parents' need for knowledge in accordance with the conditions in their environment.

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