

# Sex Education for Early Childhood

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**Abstract--***The research is motivated by the rapid and open information technology development that has had a wide impact on children's culture and adult attitude toward children. Various cases of child sexual abuse appear and become a serious threat phenomenon for children. All parties involved in child rescue should make a solute contributions. Early Childhood Education is an important part of preparing sex education for children. Taman Kanak Kanak Islam Terpadu Adzka Padang has implemented sex education for children through habituation programs in daily activities. The research study is qualitative descriptive with data source through observation, interview and documentation. The research want to know about sex education contents for early childhood. Data analysis using Milles and Hubberman (data reduction, data display and verification of data). The research findings show that sex education contents for early childhood are: 1) covering the nakedness, 2) dress code, 3) the boundary of the child is sex, 4) separating the child's bed, 5) recognizing the limbs that no one else can touch, 5) Protect yourself from attempted sexual crimes, and 6) toilet training*

**Keywords--***sex education; early childhood*

## I. INTRODUCTION

According to NAEYC (National Association for the Education of Young Children) the early childhood is in the age range 0-8 years, a phase of rapid growth and development and requires full attention. The scope of child development consists of six things, namely the values of moral, social and emotional, cognitive, language, physical-motor (sex education) and art.

According to regulation of Indonesia Law (Undang undang number. 20 of 2003 year on National Education System article 1 point 14 states that early childhood education (PAUD) is a coaching effort aimed at children from birth up to the age of six years conducted through the provision of educational stimuli to assist growth and physical and spiritual development, so that children have readiness in entering further education, both formal education in school and non-formal.

Sex education is often overlooked by parents, teachers, and society as it is considered problems and should not be taught to young children. The child is considered to know by itself as an adult. As a result, it was found that children were victims of crime or perpetrators of sexual crimes. Data of the Commission for the Protection of Indonesian Children in 2011-2016 there are 1,874 cases of sexual crimes in children.

Data of West Sumatera Regional Police for Women and Family Empowerment in 2015 there are 71 cases of sexual crimes in children.

Child Protection Law in Indonesia (undang undang 35 year 2014 article 9 paragraph (1) explains that every child is entitled to protection in educational units of sexual and violent crimes committed by educators, education personnel, fellow learners or other parties. One form of protection of children from sexual crimes is to provide sex education early on. Provision of sex education in early childhood does not mean to teach children about sexual relations, but rather to provide good behavioral direction of the stages of development of childhood experienced by children about the material related to body functions, how to care for his body, how he gets along healthy in his social environment and others - others who are guided by the values and related norms in a particular society

According to Tretsakis sex education does not involve anatomical explanations or explanations, but concerns the nature (behavior), emotions, personality, outlook on life, social environment, and moral values prevailing in a society [1].

According to Kurnia, sex education discusses how to equip the child with skills for the actions to be taken, develop self-confidence, and improve the competence of children to determine the attitude when faced with a situation. Sex education can be provided by the closest people such as parents and teachers as the main educators of children at home and at school by providing sex education materials that are tailored to the age stage of the child [2].

According to Aziz [3] sex education materials in the form: 1). Anatomical and physiological differences between men and women and their legal and social consequences, 2). Circumcision for men and women, 3). Attitude of masculinity and femininity, 4). Status of "mahram" in the family, 5). "Aurat", body care, ornamental and clothing, 6). Same-sex and inter-sex relationship, 7). Sleeping and chatting in the family, 8). Regarding reproductive health such as pregnancy, birth and breastfeeding, 9). Sexual problems (such as sexual violence).

This sex education contents according to Aziz [3] on the substance is not taught and not made the subject as well as teaching a concept, theory, procedure or fact in various other formal subjects, but developed and applied in practical. In early childhood, sex education materials should be provided by educators and parents by understanding children's curiosity,

providing explanations in accordance with cognitive abilities, responding honestly and proportionately, and can be integrated with other learning.

Bredenkamp and Copple in Suyadi and Maulidya [4], suggest that early childhood education includes programs that serve children from birth to the age of eight designed to enhance the intellectual, social, emotional, linguistic and physical development of children.

Implementing early childhood education, a teacher should be guided by its principles. Fakhruddin states some principles of early childhood education include: 1). Child-oriented needs, 2). Learning through play, 3). Conducive environment, 4). Using integrated learning, 5). Developing life skills, 6). Using various educative media and learning resources, 7). Performed gradually and repeatedly [5].

Nugraha and Sonia [6] states the five phases of the development of sex include: 1). Oral phase, starting at the age of 0-2 years where the stage of fulfillment of sexual pleasure early child in the area around the mouth as when feeding on the mother or insert objects into the mouth, 2). Anal phase, this phase takes place at the age of 2-3 years where the fulfillment of child sexual pleasure is in the area of the anus and surrounding for example when the child defecates or small, 3). Phallic phase, explains that sexual pleasure experienced by the child when his genitals experience a touch or touch and this phase takes place at the age of 3-6 years in which the child has begun to recognize the opposite sex, 4). The latent phase, this phase is experienced by children aged 6-11 years where the child's sexual activity has begun to decrease because children are focusing on physical and cognitive development because they start entering school, 5). Genital phase, is a phase the last stage of psychosexual development that takes place at the age of 12 years and over, this is because the sexual organs and sexual hormones in the child began to be active so that children already enjoy sexual activity consciously.

## II. METHOD

This research is descriptive qualitative that aims to describe the phenomena that occur in the field about two months.

The study was conducted at Taman Kanak-Kanak Islam Terpadu Adzki Bandar Buat Padang. Address at jalan Raya Indarung No. 45 Padang, Kelurahan Bandar Buat, Kecamatan Lubuk Kilangan, Kota Padang, west Sumatera. Selection of this research site by researchers because the Foundation Taman Kanak Kanak Islam Terpadu Adzki Padang is one of the famous kindergarten in the education of characters in children from an early age and the education of the character is related for child sex education. In addition, the planting of characters in the child can not be separated from the role of teachers, school programs and activities. In Taman Kanak Kanak Islam Terpadu Adzki, the teachers have also been tested for their quality shown by their educational qualifications and achievements as one of the best performing kindergarten teachers in Padang city.

Data collection techniques used consist of observation, interview and documentation. Observation techniques were used to find facts and data on the process of implementing sex education for early childhood, both from school principals, teachers and children. Interview techniques are used to further clarify the facts become deeper and meaningful. Documentation techniques are used to see the facts that have been available. These three techniques are used for triangulation with each other. This research is descriptive with qualitative approach, aims to describe the phenomena that occur in the field. Informants in this study were taken using purposive sampling.

Analysis techniques of data using Milles and Hubberman analysis, are: (1) data reduction, summarizes, selects the essentials, focuses on the essentials, searches for themes and patterns and removes unnecessary ones. Data analysis through data reduction is needed because the data obtained from the field is quite a lot.; (2) data display, the presentation of data on qualitative research is done in the form of brief description, chart, relationship between categories, flowchart and the like. The most frequently used data presentation in qualitative research is with narrative text; (3) verification of data, After the presentation of data, then do the conclusion and verification. The initial conclusion is still temporary, and will change if there is no strong evidence to support the next stage of data collection. But if the initial conclusions are supported by valid and consistent evidence when researchers return to the field for data collection, then the conclusion put forward is a credible conclusion.

Data validation technique uses: (1) credibility test, through triangulation that is interpreted as checking data from various sources in various ways, and at various times; (2) transferability test, research results may be applied or used in other situations. For naturalistic researchers, the value of transfer depends on the user until the results of the research can be used in other social contexts and situations; (3) dependability test, by conducting an audit of the entire research process; and (4) confirmability test, while the results of research, associated with the process undertaken.

## III. RESULT AND DISCUSSION

Based on the results of observation, interviews and documentation obtained the results of sex education:

First, cover the "aurat", the education to maintain and nurture the child's self-esteem, the boundaries of male and female "aurat", invites children to get used to cover their private parts in school and outside the home. The habituation is seen from the uniforms they wear to school and the invitation of children to cover the nakedness if the child out of the house. The material covered the aurat given through the conversation and the direct example of habitually closing the aurat by the teacher at Adzki Bandar Buat Padang.

According to Aziz [3] one of the materials of sex education in the period of childhood in the form of: the self-

closing of the private body covering the parts of the body required to cover it and should not be seen by others. The anatomical aurat is part of the body that can arouse sexual desire. In the male genitalia is the part that lies between the navel and the knee, and the whole woman's body in addition to face and hands. According Chomaria [7] familiarize children cover "aurat" early on. This is as a child's education to always have shame.

Second, the dress code. Discuss the differences in men's and women's clothing, how to change clothes one by one and not in open space, embarrassment if not dressed, want to dress, and explain appropriate clothes for a child to wear out or in the house.

According to Nugraha and Sonia [6] teach children always wear proper clothes and polite, even at home. Parents should also set an example of appropriate behavior, such as not changing clothes anywhere, but changing clothes in the bedroom or bathroom and do not forget to close the door. Also teach the child not to change clothes in front of the opposite sex, even if you are alone. Do not allow children to wander around the house wearing only towels or underwear.

Third, the limitation of intercourse between children of the opposite sex. Habituation on the various activities of children through the separation of boys with women such as seating, swimming time, toilet, separation of the place of feeding, and the bath.

According Chomaria [7], since childhood, do not get used to by other types, for example to shake hands, give kisses to others, ask dipangku, coupled, and others. This needs to be familiarized so that children are accustomed to the limit in interacting with other types.

Fourth, the separation of the boys bed with girls. According Chomaria [7] Islam teaches its people to separate the child's bed. the separation of the bed between the boys and girls is done so that they avoid the familiar contact or receive touch of another kind.

According to Aziz [3], separating the child's bed because when not separated, it is feared the child will be able to see his brother's aurat so that something happens that can arouse sexual desire. According to Nugraha and Sonia [6], the separation of the bed is one way to form a child's attitude in associating with the opposite sex.

Fifth, Recognize the body parts that must be protected and should not be touched by others. Master introduces four aspects of the private body of the mouth, the chest, the genitals and the buttocks. The material is given through the image by cross-marking the parts. According to Chomaria [7] early on introduce body parts that should not be touched by anyone and is the child's most precious personal property. That part is from the shoulders to the knees, let alone the child's genitals no one should see and touch them.

According to Nugraha and Sonia [6] explain to the child that all members of the body covered in underwear are private parts. This section should not be seen or touched by others and he may touch it only when it is finished urinating or large, and while bathing. Explain also to children that sometimes parents,

doctors, or nurses should touch this part but they must say the reason, for example because this section should be treated.

Sixth, protect yourself from attempted sexual crimes. The child is given an explanation for not wanting to be persuaded by a stranger, shouting "begging for help" if anyone is hurting. According to Aziz [3] explain to the child if anyone touches his genitals unnoticed by the parents, then the child should yell out loud and report to his parents.

According to Chomaria [7], if anyone tries to touch the child's body with an inappropriate touch, teach them to shout and run.

Seventh, toilet training. Children are introduced with ethic in the bathroom, how to urinate and defecate, teach toilet training and familiarize children using the toilet without help. Sex education to children can begin by teaching the child to clean his own genitals properly after urination and defecation. This method is useful for children to be independent and not dependent with others. This education also indirectly can also teach children not to carelessly allow others to clean the genitals [8].

In general sex education is to explain all things related to sex and sexuality in the form of fair, not only limited to body anatomy, physiology, reproduction and family life, sexually transmitted diseases and sex behavior, and unwanted pregnancies but forming attitude and one's emotional maturity to sex.

Kurnia and Ellen [2], states that sex education is about how to equip the child with skills for action to be taken, develop self-confidence, and improve the competence of children to determine the attitude when dealing with a situation. Tretsakis [1] adds that sex education is not about anatomical explanations or explanations, but sex education will somehow concern the nature, behavior, personality, outlook, social environment, and moral values that apply in a society.

Sex education is a briefing through the rules that regulate sexual behavior to deal with sexual and reproductive attitudes that may befall a person's life in the future [3]. In addition, sex education is the effort of teaching, awareness, and information about the sexual problems in children given to children, in an effort to keep the child free from un-Islamic habits and close all possibilities toward sexual relations prohibited, directed and healthy understanding of sex from the physical, psychological, and spiritual aspects [9].

#### IV. Conclusion

The research findings that contents of sex education has been given since early childhood at Taman Kanak Kanak Islam Terpadu Adzkie Bandar Buat Padang, West Sumatera, with the following: 1) closing of the aurat, 2) The procedure of changing clothes, 3) the boundary of the child is sex, 4) Separating a child's bed, 5) identifying limbs that no one else should touch, 5) Protecting yourself from a sexual crime trial, and 6) toilet training

Sex education for early childhood essentially aims to introduce limbs and their functions and can keep it from various threats in daily life

Sex education for young children is introduced through various explanations, as well as practiced directly through the daily life habits in the school environment

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