

Method of Sex Learning for Children 5-6 years

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Abstract—The aim of this study is to reveal form method of learning sex education in Islamic kindergarten. This is done so that schools and other parents have information in providing sex education to children. This study use a qualitative approach with the teachers and principles as key informant through interview and observation method. The results show that sex education given through habituation, demonstration, picture of picture and talking (teachers with children) that are guided by Islamic values. Conclusion is the provision of sex education to make children better understand the values of good norms that apply around it. However, there is still less of variation of teaching models in the form of games for child sex learning.

Keywords—sex learning, children, method

I. INTRODUCTION

Lovegrove & Sherwin states that sex education is an integral part of lifelong learning, started from the childhood and continue to the adult period [1]. This education very important given to children from early age with the aim that children have protection against him, knowing good and bad things that happen to his body and know how good attitude to be shown in the social environment. Appropriate opinion that the sex education is an important thing to give to the individual since their childhood as the preventive action of doing immoral behavior happening now [2]. It is also supported by Hurlock that the development task that should be achieved by children during their childhood period is to learn about gender and its procedure [3]. In addition, Freud stated that in the first 18 months of human life an oral phase occurs, where the baby is centered around the mouth. Chewing, sucking, and biting are a source of child's pleasure [4].

But the problem of sex education is often considered taboo by adults to talk about at early age. It is stated in the study that cultural taboos surrounding many children to have knowledge about sexuality caused many mothers did not use the correct anatomical name for the name of the genitals of both sexes of children [5]. The consequences of improperly naming an anatomical child's body, allowing children to obtain false and incorrect sex information through other people and various media technologies such as television, the Internet, books, and games. This statement is consistent with the results of the study, Wilson *et al.*, in [6] in his journal that the abundance of abuses about the potential of children using the internet exposed to sexual content is explicit or could be a sexual predator. This can occur in the absence of filters and parental assistance to children in consuming media technology.

The lack of parental role in supervising the consumption of children's technology and the lack of knowledge-related knowledge of child protection in the sense of sex education can result in vulnerable children become victims and sexual offenders. As concrete examples of child sexual offense cases seen from the case in kindergarten (TK) Jakarta International School (JIS) in 2013. In such cases, where a 5 year old child

is sexually abused by a school cleaning service who is otherwise a victim of a sexual crime in her past. This proves that victims of sexual crimes can be sexual offenders if not addressed properly. Other facts, sexual crime cases always increase every year. KPAI data in 2011 shows the number of children who become victims of pornography crime through online media reaches 107 cases, increased to 188 cases in 2016. Based on news from idntimes.com until February 2018, KPAI has received 223 complaints of sexual violence. against the child [7].

This should be anticipated by all parties concerned so that children do not become victims and perpetrators of sexual deviations in accordance with the provisions of the Act No. RI Protection of Children. 35 year 2014 article 9 paragraph (1) as a change of Law no. 22 of 2002 which 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 child protection against sexual crimes is to provide early sex education [8]. This statement supported KPAI as child protection agency said in a statement in viva.go.id "Indonesian Child Protection Commission (KPAI) urged the Ministry of Education and Culture to incorporate early childhood sex education in school curricula [9]. It is believed to prevent acts of sexual violence that occur in the environment of children and adolescents ". 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 experienced by children about the body's functions, how to care for his body, how he gets along healthy in his social environment and others which is guided by the values and norms associated in a particular society . States that parents, teachers, neighbors and all media have an important role in child sex education and provide children with sex education from birth [10].

Based on the background of the problem , this research is very important to do, which will reveal the related method of learning sex for children aged 4-6 years, especially in kindergarten-based Islam. The results of this study can be useful both for teachers in other schools, and parents in educating their children about sex education. moreover the country of Indonesia has the largest Muslim population in the world, so the results of this research will be very useful for schools and parents of Muslims. Therefore, the method of studying sex education needs to be expressed more deeply so that parents and teachers have an overview in educating sex education for children. This is because, according to Astuti, *et al.*, [2] in his early research through interview conducted on March 20th, 2016 to the teachers of TK Perintis Pakem, Sleman Regency, they stated that they need more sex education materials which can be used by the teachers as the reference and knowledge. From the preliminary study it is known that the knowledge of teachers will materials of sex education is still less.

But the study has not been able to completely overcome the obstacles of teachers in providing sex education in children because teachers do not know the method teaching that make children can understand the material. As for similar research on school-based education programs for the prevention of child sexual violence. but the study does not detail the procedures and procedures. In this study will be more disclosed method in providing sex education for children especially those who are based on Islamic values. The limitations in this study have not been able to reveal the base model of learning that play into sex education teaching.

A. Method of Sex Education

Sex education for preschool children started from western countries such as the America, Sweden etc. Many American kindergartens started to offer sex education curriculum early in the late 1960s, and Sweden implemented sex education for all children and adolescents in the 1970s [11]). One form of sex education in the West with the existence of school-based programs, and the emergence of this program is considered as an important primary prevention strategy in many countries. There is some evidence from cross-sectional, community-based studies conducted in the United States that participation in school-based CSA prevention programs may decrease the occurrence of CSA [12]. School sex education programs are usually the delivery of sex-related material that is adjusted to the age of the child.

Content of sex education according Zhina & Dingchu in [11], includes educating sexual physiology knowledge and cultivating healthy sexual psychology, sexual physiology knowledge education just tells children life origin, scientific names of male and female genital organs, and gender differences of physiological structures and how to set up good sex health habits and protect their bodies; healthy psychosexual cultivation is to help children form positive and nice attitudes on sex, eliminate sexual mystery, prevent sexual depression and sexual evil occurring, identify their own genders, learn their gender roles in conformity to social regulations and so on [11]. At the same time also revealed the results of his research related to sex education materials include

(1) explaining to children that if there is something annoys them they should reject or give resistance, (2) children should be told about which parts of body that can be touched and cannot be touched by other people though it is the family members, (3) children are sked to watch movie about self-protection (to protect themselves if there is someone who touches their parts of body and takes them away), (4) children are asked to tell about what happens or to scream when they feel do not comfortable, (5) identifying the inappropriate sexual behavior of others, (6) showing children posters or pictures about sex education [2].

Aziz includes Islamic-based sex education materials as follows : (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) [13]. The subject matter of Aziz's sex education is not taught and is not subjected to subjects as well as teaching a concept, theory, procedure or fact in various other formal subjects, but developed and applied practically [13]. 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. However, the delivery of this material will not be effectively understood and accepted by the child if it is not followed by an effective teaching method adapted to the characteristics of the child.

As for Aziz, there are several teaching method in sex education include : exemplary method, habituation method, binding method, and discuss method [13]. Whereas in(Walsh *et al.*, 2018) the effective of strategy for Girls under the age of 12 years to avoid abuse is demanding to be left alone, saying they would tell someone, crying, saying they were scared, saying the they did not want to, and saying „no“ [12]. Expected through various methods, children can understand the material of sex education. This is because according to Ilmawati in, Zahrulianingdyah that sex education because it will influence their life when they are teenagers [14].

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

This study is based on previous research by Walsh, *et al.*, in [12] on school-based education program for the prevention of sexual violence in children aged 5-18 years. This research is a systematic review study, where the data collection is done by meta-analysis through the summaries of various research journals and databases relevant to topics from various top-tier countries such as America, east Asia, and Europe which started in 2006-2014. The results of the meta-analysis show that there are 6 sexual violence prevention efforts summarized in the school children's learning from the ages of 5-18 years, including: (1). self-protection behavior skills, (2). Knowledge (based on questionnaires and sketches), (3). Storage protection behavior from time to time, (4). Storage of knowledge from time to time, (5). The dangerous form of anxiety and fear as a parent or child, (6). Disclosure of CSA cases (child sexual abuse) in the past and present.

Although this research has shown various forms of sexual prevention teaching in schools, but the explanation still less detail about the teaching method, only on efforts in behavioral skills themselves. Therefore, based on limitations in previous studies. Researchers want to investigate further related methods for learning sex for children aged 5-6 years. Moreover, this study will be held in Islamic-based kindergarten which is very different from the previous participant situation. In addition, previous research refers to learning in middle to high country which has a very good system, while researchers conduct research in developing countries in which the education system is also still in the improvement stage. Therefore, the results of this study will be

used as a comparison and reference in teaching methods of sex education as a form of prevention of sexual violence in children .

III. METHODOLOGY

This section presents the proposed methodology.

A. Type of Studies

We used the qualitative approach to reveal form method of sex education learning in field. The data was collected through observation, interview, and documentation. The data was analyzed through data reduction, display data and verification data. The data was legitimation used credibility test, transferability test, dependability test, and confirmability test.

B. Type of Participant

Informants in this study were taken using purposive sampling technique or according to Sugiyono taken with certain considerations [15]. there is five of teacher a principle as key informant.

C. Type of Outcome Measure

In this study there are materials that are used in reference to see the teaching methods of sex education. This material is tailored to the child's age in kindergarten i.e. age 4-6 years. The material as follows:

- Self-protection
- Parts of the body that can be touched and not touched by others
- Toilet training
- The role of gender in the social environment
- Limitation of intercourse between children of the opposite sex

The material can be used as a measure to express the form of teaching methods for sex education in Islamic-based kindergarten.

IV. RESULTS AND DISCUSSION

The results of this study indicate there are several methods used by teachers in kindergarten-based Islam in Padang in providing sex education in children aged 5-6 years, including through demonstration, talking, picture of picture, and habituation. This research data obtained from the observation, interviews aimed at teachers and principals data also obtained through documentation of some documents. Then the results of the data will triangulate with the three techniques (observation , interview, and documentation) to formulate the final result. Here are the data of the research results in Table I below:

TABLE I. RESULT OF RESEARCH

No	Material of learning	Methods of learning
1.	Self-protection	Talking, demonstration
2.	Parts of the body that can be touched and not touched by others	Talking, demonstration, picture of picture
3.	Toilet training	Talking, habituation

4.	The role of gender in the social environment	Picture of picture, talking, habituation,
5.	Limitation of intercourse between children of the	Habituation, talking,

A. Self-protection

Based on the research findings of this material has been given a teacher of children, including an explanation on the child not to be willing to be persuaded strangers or who do not know to go, then action will be taken if anyone want to hurt the nakedness of a child or touches and holds 4 private part of children (lips, chest, genital area and buttocks) by shouting as fast as possible and saying "please-help me" and quickly report to mama, papa, or Ustadzah. This material is given by teachers through conversations with children and direct demonstration of the way of resistance against people who want to do no good in children.

The provision of this material in the field according to the curriculum of early childhood education in 2013 indicator 4.4.1 for the age of 5-6 years which reads "able to protect themselves from violent experiments, including sexual violence and bullying (eg by shouting or running) [16] In addition, Aziz said that since childhood explain to the child if there is a touch of the genitals unnoticed parents, then the child should yell loudly and report to his parents [13] . Thus, children can be protected against the rampant cases of sexual violence and sexual abuse of the child. Meanwhile, according to Chomaria, if there are people who try to touch the child's body with an inappropriate touch, teach them to shout and run from the person [17] .

Based on the above discussion, it can be concluded that early on the child needs to be taught how to protect himself in case of attempted sexual violence by irresponsible people. As with shouting, running, and reporting to parents or people who are trusted .

B. Parts of the body that can be touched and not touched by others

The material includes the introduction of 4 (four) aspects of the private body of the mouth, the chest, the genitals and the buttocks. The material is given by drawing by marking X on a particular part or through a conversation accompanied by a teacher demonstration using hand gestures while indicating 4 (four) private body parts and show the picture of body part. the teacher explains to the child that these 4 body parts are personal bodies that should not be touched by others.

Giving this material in the field in accordance with the opinion Chomaria that early on introduce body parts that should not be touched by anyone and is the most precious child's property [17] . That part is from the shoulders to the knees, let alone the child's genitals no one should see and touch them. In line with the above opinion Nugraha and Sonia state explain to the child that all members of the body covered in underwear are private parts [18]. 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.

Based on the above discussion can be concluded that the need for children since early introduced a private body part that must be protected or not touched by others because it is the child's personal rights most valuable. In addition, the provision of such materials aims to minimize the child avoid the people who are not responsible. This material is given through pictures, demonstrations and conversations between the child and the teacher.

C. Toilet training

The research findings are an explanation to the children about manner in bath, BAK and BAB way, teach toilet training and familiarize children using toilet without help. With the toilet training at the beginning of school in general B grade children are able to use their own toilet without the help of Ustadzah during the observation of researchers . Teaching this material is done through teacher and child conversation and habituation for children to use their own toilet, with the methods it, children can use toilet without teacher help.

The provision of toilet training materials to children early in accordance with Novi's opinion that teaching sex education to children can begin by teaching children to clean their own genitals.

[19] For example, teach children to clean their genitals properly after urinating (BAK) and defecate (BAB). 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

Based on the above discussion that toilet training is very necessary to be taught in children so that children can learn independently and live clean, able to clean the genitals after the BAK and BAB, and instill in him that should not be arbitrary people holding the genitals. So that way can avoid children from sexual ual crimes that can happen anytime. Learning methods which used is conversation between child and teacher and habituation through daily activities.

D. The role of gender in the social environment

Sex education material is provided through various methods such as identification of men's and women's clothing through pictures. After that, through habituation method where use clothes at school, where boys wear pants and women wear headscarves and skirts. Learning is also done female teachers exemplify how a woman's attitude, whether from sitting, dress, and others. While for man-men exemplified by the school staff like the driver of the dress. Conversations are also done by teachers and children to tell children about gender roles, such as talk about work that women and men often do.

The provision of habituation methods on gender role material in the field is considered as a step for educators or parents to familiarize all activities related to sex education, such as familiarizing children to cover genitals [13]. Aziz stated that through habituation children will have an awareness of themselves.

Based on the research, in this material used method

like habituation, picture of picture. Conversation or talking.

E. Limitation of intercourse between children of the opposite sex

The provision of this material is more about habituation to children through separating children's seats, dividing swimming time between boys and girls, differentiating toilet use between men and women, distinguishing between places of eating between men and women, distinguishing their ranks, differentiating bathing places and sleep of boys and girls at full day children and familiarize children to play with their same-sex friends. And the, use the talking method too.

The subject matter of societal intercourse among the opposite sex in the field is in accordance with Aziz's theory that one of the early childhood sex education materials he expressed was about peer-to-person and inter-gender relationships [13] . While according to Chomaria, since childhood, children should not be accustomed to being touched by other types, for example to shake hands, give kisses to others, ask for laps, coupled, and others [17] .This needs to be familiarized so that children are accustomed to the limit in interacting with other types.

Based on the above discussion can be concluded that from an early age children need to be given social limits between the opposite sex in order to avoid interaction of the opposite sex who do not fit the norm later when they mature. The gift of this material is more in the form methods of habituation, and through the conversation because sex education material does not have specific subjects in teaching but integrated with other teaching. This material is based on Islamic teachings.

V. CONCLUSION

This study concludes there are 4 learning methods in providing sex education material used by teachers in Islamic-based kindergarten. Learning methods include picture of picture, demonstration, conversation/talking and habituation. The sex education material given to children is self protection, body parts that can be touched and should not be touched by others, toilet training, gender roles in the social environment, and the boundaries of child interaction between the opposite sex learning is carried out based on Islamic religious values. But this research still has limitations, where in teaching sex to children is still lacking in the form of a game model.

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