

The Role of Early Childhood Teacher in Intruding Sexual Education in School Students

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The Role of Early Childhood Teacher in Intruding Sexual Education in School Students

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Abstract—The multidimensional crisis and the nation's downturn, in essence, originate from identity and the failure to develop national character education. Sexual education in early childhood by instilling regulations that apply according to religion and cultural moral values as well as causes and effects if unwanted things happen (without scaring) when introducing sexuality and understanding prevention of violence and sexual deviation in children. Based on these problems this research was conducted aiming to see the importance of sexual education in children from an early age, it is hoped that this research can also become a strong basis for early childhood education unit to also prepare sexual education for students at school. The method used in this study was descriptive qualitative, the subjects of this study were students of Kindergarten Joy Kids Elohim Babelan Bekasi, Indonesia. The results of the study found that through this program children were able to mention how to take care of themselves, parts of the body that could and could not be touched, rough movement and songs. The main obstacle for class teachers in providing sexual education to children is the teacher's language and material limitations.

Keywords— Teacher; Early childhood; Sexual Education.

I. INTRODUCTION

In the vast world of education with various reforms in it, of course, students at school do not only learn to read and write. Character education, self-awareness, discipline, self-confidence, caring for and loving oneself are also important parts that really need to be instilled in students. This is considered very important considering the increase in crimes experienced by children, based on data obtained via <https://bankdata.kpai.go.id> in 2020, of which there were 419 reports of cases of children being victims of sexual violence (rape and obscenity), 20 reports of cases of children as victims of sodomy/pedophilia, 103 reports of cases of children becoming victims of online sexual crimes, 91 reports of cases of children becoming victims of pornography from social media and 23 reports of cases of children as victims of commercial sexual exploitation of children. These data are certainly very shocking and concerning, efforts are needed and good collaboration from various parties to be able to reduce the crime rate so that it no longer increases so that children are saved. Different data obtained through <https://bankdata.kpai.go.id> regarding tabulation of child protection commission data in 2021 there are 2982 reports of clusters of specific protection cases for children, including 859 reports of cases of children as victims of sexual crimes, 1138 case reports of children as victims of physical and/or psychological violence, 147 reports of cases of children being exploited economically and/or sexually and

345 case reports of children as victims of pornography and cyber crime.

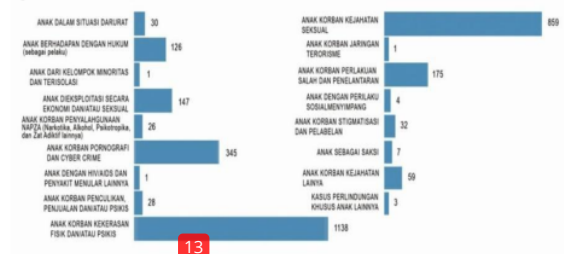


Fig. 1. Data tabulation of the Indonesian Child Protection Commission 2021
Source: <https://bankdata.kpai.go.id>

Education has a role that is no less important in reducing the number above, the role of early childhood education also has a very important role in it, even though no guidelines have been published yet, that doesn't mean it's ignored. Through the <https://paudpedia.kemdikbud.go.id> early childhood education units should form a partnership with parents, this is also to build parents' full awareness and concern for the safety of their children. Collaboration between teachers and parents includes providing education about: (a) my body is only mine, (b) good touch and bad touch, (c) body parts that other people should not touch, (c) good secrets and bad secrets, (d) reporting and disclosure of perpetrators, both known and unknown, as well as assistance. Apart from that, by instilling the regulations that apply according to religion and cultural moral values as well as causes and effects if unwanted things happen (without scaring) when introducing sexuality and understanding the prevention of violence and sexual deviation in children. Based on these problems this research was conducted aiming to see the importance of sexual education in children from an early age, it is hoped that this research can also become a strong basis for early childhood education units to also prepare sexual education for students at school.

II. THEORITICAL REVIEW

Teacher

Education today is faced with increasingly tough demands, especially to prepare students who are ready to face various dynamics of rapidly developing change. At school the role of the teacher must be a role model, role model and mentor of children/students in realizing characterful behavior which includes thought, heart and feeling (Wardani, 2010). The

teacher is a position attached to certain people who require special skills obtained through teacher education and with that position there is responsibility for teaching and teaching the students they face (Juhji, 2016). Teachers are the spearhead of implementing education in the field, teachers play a very large role in the teaching and learning process in schools and the success of their teaching determines the success of education in general (Buchari, 2018).

Early Childhood

Law No. 20 of 2003 concerning the national education system in article 1 paragraph 14 it is explained that early childhood education is a coaching effort aimed at children from birth to the age of six. Early childhood is a term used for children who are in the age range of 0-6 years, at that age very rapid development occurs in children (Khaironi, 2018). Education in early childhood is a very valuable investment for the nation, in this section children are very easily developed into a nation with strong nationalism, integrity and character (Suyanto, 2012). Early childhood is the most appropriate time for teachers and parents to lay the first and main foundation of education in developing various potentials and abilities in physical, cognitive, language, artistic, social emotional, spiritual, self-concept, self-discipline, and independence (Mulyasa H. E. (2012))

Early Age Cognitive Development

In the world of early childhood education the media has a very important role considering that the development of children at this time begins to think concretely, it is hoped that children will learn many things in real terms (Ajar & PPG, 2010). The pre-operational stage (24 months - 7 years) is the stage of cognitive development of pre-school aged children which is characterized by changes in language acquisition, imitation ability and very egocentric thinking (Khairi, 2018). cognitive ability is the ability that children have to be able to think complexly so that they are able to reason critically in solving problems, cognitive abilities will help children master general knowledge in everyday people's lives (Novitasari, 2018). To be able to develop cognitive skills, various stimuli are needed. Stimulation is a factor that is directly related to cognitive development and has a positive effect (Warsito, Khomsan, Hernawati & Anwar, 2012). Through the results of his research (Setyaningrum, Tanti & Indrawani, 2014) revealed that vitamin A intake, mother's education, mother's occupation, mother's age, and zinc intake are factors that are very strongly related to early childhood cognitive development.

Early Age Sexual Education

Sexual education is education that aims to form healthy emotions about sexual problems and guide children and adolescents towards healthy and responsible adult life that is given in a planned manner, according to the child's circumstances and needs (Yafie, 2017). In his view (Nurbaiti, Saripudin & Masdudi, 2022) in schools sexual education is an important knowledge for students to acquire, the rise of various cases of sexual violence against children is the reason

for the importance of sexual education as a form of building self-awareness in children. Basically, sex education is given to early childhood as an effort to prevent various forms of behavioral deviations carried out by adults at home or in other places around children (Hasiana, 2020). Various forms of sex education that can be given to early childhood, (Margaretta & Kristyaningsih, 2021) through their research results reveal that sexual education through video animation has an influence on the knowledge that children have and how to prevent acts of sexual harassment so that it is expected to change children's behavior in terms of sexuality and children can anticipate various forms of sexual crimes.

III. METHODOLOGY

In this study, the method used was qualitative, the subjects in this study were students of Kindergarten Joy Kids Elohim Babelan Bekasi, Indonesia. Joy Kids Elohim Babelan Bekasi Kindergarten students learn moral education in which sex education materials and body growth are prepared which students will experience as they get older. The data collection method used is primary data sources and secondary data sources. Primary data sources include observation, interviews, documentation, and research triangulation to measure the validity of the data received. The results of qualitative research itself place more emphasis on meaning which is then outlined in the form of descriptions rather than generalizations.

IV. RESULTS AND DISCUSSION

Joy Kids Elohim Kindergarten located in Bekasi Regency, Indonesia has implemented a sexual education program through two themes which has been carried out since 2016. The school considers this very important, even though there has never been a sexual crime at the school, schools still need to do it as an effort to instill self-awareness in children about self-awareness and teach children to maintain the cleanliness of their own bodies. The school implements sexual education learning activities at the beginning of the semester, one of which is inserted on the theme I and Myself, the principal of Joy Kids Elohim revealed in an interview explaining that sexual education must be instilled from an early age and carried out by parents in collaboration with the school. Early childhood is expected to realize from an early age that they were created by God and designed so perfectly, that as an expression of gratitude to God they must take care of themselves, keep clean and protect themselves from other people who want to disturb them. Children are also taught about their right to protect themselves, when they look very cute and attractive in the eyes of other people and want to kiss or pinch their cheeks, they have the right to refuse in the right way. The principal also revealed that children are images of God, they are very precious in God's eyes and very noble. So that from an early age children recognize themselves as men or women and their role in everyday life is also a strong foundation for avoiding LGBT. The school principal also revealed that there was no specific name for sexual education in the school. Efforts to achieve a common perception between teachers and parents regarding sexual education that

will be taught to students also need to be done so that misunderstandings do not occur. Parents at home are also expected to be able to apply what is taught at school, such as learning to clean themselves in the toilet, not leaving the toilet or room without clothes and acting according to their gender. At home parents are the most effective model in implementing sexual education, parents are also expected to uphold children's rights and respect themselves even though they are still very young.

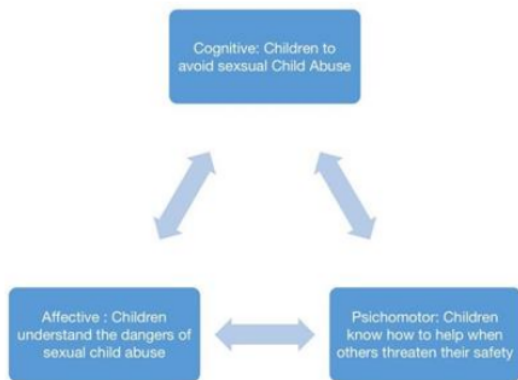


Fig. 2. Joy Kids Elohim Kindergarten Sexual Education Material Model

The learning activity program at Joy Kids Elohim Kindergarten is arranged as simply as possible by the teacher but has very deep meaning for students, the sexual education material given to students is in accordance with the child's developmental age and is arranged in an activity program by the teacher and knows the school principal which is then given to parents so they can also done at home.

TABLE 1. Gender Material Activity Program

Meetings (weeks)	Developmental Aspects	Material
Class Meetings 1-2 (Week 1)	cognitive	Personal identity; Name, age, gender, residential address. Mention the 8limbs, Functions of the limbs, Carrying out hygiene activities, cleanliness, the characteristics of a clean and healthy body
	Psychomotor	
Class Meetings 3-4 (Week 2)	Affective: Norms and Religion	Social and cultural norms that apply at home and at school. Obligations and prohibitions of religion
Class Meetings 5 (Week 3)	Health	Personal hygiene, practicing simple cleanliness of the limbs.
Class Meetings 6-7 (Week 3 and 4)	Personality	Assertiveness (Motion and children's songs) Children know the names of their body parts Children know the function of each member of the body Self-efficacy Children accept differences in male and female limbs

The sexual education that students receive is also intended for teaching, awareness, providing information about caring for the body, and body parts that students must take care of from an early age. The theme of me and myself is discussed

and studied during the 1 month meeting and is discussed twice a week.

Through this program, children are able to mention how to care for themselves, parts of the body that can and cannot be touched through movement and songs. Children also begin to build trust and not be afraid to tell what things can increase the potential for children to become victims of sexual violence around them, the efforts they make if this threatens them. Parents' lack of awareness of potential dangers can also be a contributing factor to the occurrence of sexual violence in children. The results of interviews with teachers indicated that the main obstacle for class teachers in providing sexual education to children was the language and material limitations they possessed. In addition, taboos in conveying gender-related material to early childhood are still an inherent culture and hinder the process of cognitive transfer to children. The class teacher also revealed that the role of parents at home is also one of the factors that does not support the delivery of sexual education to children. After the program was handed over and implemented in schools, there were no longer any parents who thought that sexual education in children should be given to children when they entered their teens. The teacher also revealed that through the program given by the teacher to students at school, parents are now good partners in running the same program at home.

V. CONCLUSION

It is hoped that all members of the school together with parents can disseminate the information obtained during the activity regarding sexual education that children receive, so that it does not become a taboo in other schools. Teachers continue to strive to be able to continue the sexual education program through parent meetings which can be held at certain times. All school members along with parents are also aware that the purpose of implementing sexual education is to teach children to be self-aware, to know identity and personal hygiene, so that in the future they can invite doctors or nurses to be able to also help schools with the program. The sexual education taught by teachers to students is designed in a very fun curriculum, so that it creates openness and trust in teachers and parents. In its implementation, sexual education in this school applies an integrated thematic learning strategy with the media method of pictorial stories, discussion or question and answer, drawing, games, singing, poetry and watching together, and various sources or learning media.

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