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## EARLY CHILDHOOD SEX EDUCATION: CASE STUDY IN KINDERGARTEN INDONESIA

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### Abstract

**Purpose of the study:** Early childhood sex education in kindergarten can support the needs of children to acquire knowledge of the basics of Islamic sex education, attitudes and behavior of noble morality.

**Methodology:** This research is a qualitative study of the case study approach. Data collection techniques with participant observations, interviews, documentation, archives, live observations, and physical devices. Data analysis techniques using the model's interactive analysis are data reduction, data presentation, and withdrawal as well as conclusion or verification testing. Data validity testing with source and technique triangulation.

**Main Findings:** Study results showed early childhood sex education could be developed using theme learning and teachers using ways that Islam has taught in the implementation of sex education.

**Applications of this study:** Headmistress and staff teachers are expected to provide information and introduce early sex education so that they can develop all aspects of the child's personality.

**Novelty/Originality of this study:** In this study is said that early childhood education that is performed educatively and more aesthetic can give understanding about identity and limbs, can distinguish both good and bad, have a shame, accustomed to protect aurat from the views of others, being able to maintain privacy or refuse to harm a child.

**Keywords:** *Sex Education, Early Childhood, Kindergarten, Qualitative Research.*

## INTRODUCTION

The many events relating to sexuality that befalls early childhood in Indonesia experienced a significant increase and is a warning for parents, teachers and society to become more aware, that how important Sex education for early childhood as the problem of sexual violence in children is a threat to the nation's generation. This issue is actually a shared responsibility between parents, teachers and the community so that children are inevitable from the threat of sexuality that later affects their future.

Important sex education is taught in the digital era. This is not to be separated from the many cases of violent sexual abuse in Indonesia. In addition, early sex education will influence children's lives as a teenager. The growing era, curiosity and curiosity of children are increasingly higher when compared with early childhood. Children become more critical, both in terms of nature, attitude, and behavior. Therefore, the role of children want to know, the roles of parents are vital in the delivery of sex education in order to prevent children satisfying curiosity through other parties who are not necessarily the truth. (Isnatul Chasanah, 2018: 134).

Another consideration, sex education was given earlier because the basic human character was formed in childhood. Psychoanalyticists have proved about good or ungood influence in the first years against the growth of child's basic character. The wrong education can affect the development of various forms of sexual deviations in subsequent times. Sex education in early childhood is possible to straighten the understanding and behavior of children's sex so that it can be more positive. (Moh. Roqib, 2008: 3-4).

Ideally, introduce sex education in children at school from an early age. Providing sex education to children in school is like how to manage relationships with peers and give children information about their development, which is to start introducing to the small organs of his sex organs brief, explain the gender difference of the opposite sex with polite language. Where the genitals should not be displayed indiscriminately, and explain how to protect themselves from the dangers of violent acts around them.

The research related to sex education is the work of Muhamad Zahiri Awang Mat titled: Values Underpinning Sex Education From An Islamic Perspective. The results of this study concluded:

“Implication On The Sex Education In Malaysian Curriculum (Institute of Education International Islamic University Malaysia. This study examines values underpinning sex education from an Islamic perspective and its implication for the sex education curriculum in Malaysian school. It discusses the concept of holistic education as the framework of the study the status of the sex education curriculum in this framework. The development and practice of sex education in Malaysia is examined. The study examines the concept of values from an Islamic perspective. Its argumentations show that values for inculcation in the sex education curriculum could be derived from the five essentials (al-daruriyal al-khamsah) of the Islamic law. The study also examines and analyses the value underpinning the Malaysian sex education curriculum. The major purpose of the study is to construct in Islamic value based model for sex education curriculum (IVBSEC) which is also use to examines values underpinning the Malaysian sex education curriculum. The study ends with a discussion on the implication of the study on the Malaysian curriculum. The study was able to show that IVBSEC could be drawn from the five essentials (al-darrihiyat al-khamsuh) of Islamic law which are: the preservation of religion, self, intellect, progeny, and property. It was found that the Malaysian sex education curriculum lacked certain religious sub values. The least highlighted of the sub-values was that derived from the preservation of religion, namely the greatness of the creator and integration with revealed knowledge, and the sub value derived from the preservation of property, that is. Amanah or trustworthiness. The study suggest the religious foundation must be given priority in designing the sex education curriculum. (Muhamad Zahiri Awang Mat, 2015: 2)

Described in the above quotation that the study examined the underlying values of sex education from an Islamic perspective and its implications for the sex education curriculum in Malaysian schools. This study discusses the concept of thorough education and the development and practice of sex education in Malaysia. The difference with early childhood sex education research is that this study more specifically examines the implementation of sex education in kindergarten in Islamic perspective through the review of objectives, materials, methods, and media as well as implications for the curriculum School of Kindergarten in Indonesia.



The research that is still related to sex education is the work of Joubran Samia et.al., “Parent’s Attitude Toward The Sex Education That Their Children Learn At School “, The results of this study concluded:

“This study’s aim was to examine the parents’ attitudes toward the sex education that their children receive at school. Results showed that most parents think sex education should be mandatory; that the children should be taught to avoid sex until marriage; that sex education does encourage children to have safe sex, but also encourages them to have sex; that issues not directly related to sex should be taught in junior high while issues directly related to intercourse should be taught in high school; and that homosexuality should be taught without defending it as right or wrong. Significant differences were found between Muslim and Christian parents about their attitudes toward sex education.” ( Joubran Samia et.al.,2012: 23-30).

The purpose of this study was to examine the attitude of parents to sex education that their child received at school. The results showed that most parents thought that sex education should be mandatory, that issues that were not directly related to sex should be taught in junior high while issues directly related to sexual intercourse should be taught In high school. Significant differences were found with this study, where in sex education research began to be taught from an early age, namely in the kindergarten institution with the aim that children have an understanding of information about sexuality in full and right early on.

The research that is still related to the child sex education is the work of Dwi Anjani and Devy Lestari Nurul Aulia, “The Employee Relations of Knowledge About the Provision of Early Sex Education in Children Aged 3-6 Years With its Application”, The results of this study concluded:

“Sexual behavior shown by particularly preschool children in satisfying their curiosity related to sexual exploitation is an indication of the parents, especially mothers in interpreting curiosity shown by children as a sign that the children are ready to be given sex education. The problem is that sex is still considered as a taboo, especially in children ages 3 to 6 years, let alone cases of sexual abuse of children in Indonesia which reach 62%. The purpose of this study was to see if there is any relationship between knowledge of working mothers on the provision of early sex education in children ages 3-6 years

with the implementation in Kindergarten Pembina II, Batam. Data collection using questionnaires, this research was quantitative with cross sectional approach, place of research was in TK Pembina II, Batam. with a purposive sampling technique as many as 34 respondents. Informants in this study were working mothers who have children ages 3 to 6 years. Data analysis using Chi-square. The result was  $p\text{-value} \leq 0.029$   $0:05$  which meant that knowledge of mothers with the implementation of early sex education in children have a relationship. The Suggestion to the community, especially working mothers in Batam, we should further enhance the early sex education for children due to the increasing number of sexual abuse in children.“ (Arum Dwi Anjani and Devy Lestari Nurul Aulia, 2017: 22).

This research aims to know the mother's knowledge of early sex education in children aged 3-6 years with the application. A significant difference with early childhood sex education research in kindergartens is in the type of research and application of this study using qualitative research and the role of teachers and school environment in educating children, providing an understanding of sexuality early on.

From some of the reviewers above when compared to a study titled "Early Childhood Sex education in kindergarten Indonesia", it can be concluded that the theme of child sex education has been done by others. There is only no one who is researching more specific about early childhood sex education that is conducted programmatically and sustainably in the kindergarten. Where the sex education program is as a preventive effort to educate early childhood when child sexual development begins to develop so as to increase children's understanding of sexuality and latent dangers around the child.

On the basis of the above description, this study examines the implementation of early childhood sex education in kindergarten. Kindergarten pick up as a research object because kindergarten is one part of early childhood education institution (PAUD) which has programs of programmatic sex education that is implemented on a regular and sustainable basis. This research is therefore focused on the goals, materials, methods, and media of early childhood sex education.

## **LITERATURE REVIEW**

### **Education Concept**

In English, education is education and the word education comes from the word educate means it gives rise (to elicit, to give up to), and develops (to evolve, to develop). But education in a narrow sense according to McLoad that education means deed or process of deed to acquire knowledge. While education in a broad sense can be interpreted as a process with certain methods so that individuals acquire knowledge, understanding and manner of conduct that suits the needs of. (Haryu Islamuddin, 2012: 4).

Definition of education according to Joubran Samia, in his journal "Parent's Attitude Toward The Sex Education That Their Children Learn At School", that:

Education is an intentional structured process to impart knowledge and skills and to influence an individual's developmental course. (Joubran Samia et.al., 2012:23-30).

Education is a service, to change the quality of learners from dependence to independence in accordance with the objectives of national education. To achieve the certainty of educational objectives can be achieved well, the government regulation number 19 year 2005 about National education Standards (PP SNP). According to the government regulation, the National Standards of Education (SNP) is a minimum criteria about the education system in all jurisdictions of the unitary State of the Republic of Indonesia. (Wirawan, 2004: 545)

So education is a mega joint project for the next generation of the nation that is spirit to build to have the dignity, dignity and not to be missed with other countries of the world. The education is not only to humanize people but also to be aware of its position as the *khalifatullah fil ardhi* that has the potential to be developed in the present and future.

### **Sex Concept**

In the Qur'an, a lot of verses are mentioned regarding sexual problems. Both guidance, rules, and problems of sexual irregularities. For example, the Qur'an mentions gender difference is a universal law. This statement is contained among others in Sura Al-Hujarat verse 13:

“O Man, verily we have created you from a man and a woman, and made you diverse nations and tribes that you know each other . Indeed, the most glorious of you in God's side is the most taqwa person among you. Indeed, Allah knows all knowing again.”

According to M. A. Khan and S. Khan about sex through the Qur'an approach is:

Sex has a vital importance in the life of human beings; propagation of human life and society at large is mainly dependent upon its disciplined fulfillment. Thus all the divine religions made the marriage as an institution of legal relationship between man and woman through the family system. It is understood that society and civilization require for their existence a certain amount of regulation of sexual expression. However, it is also a fact that what is seen as being beneficial to society is not always considered by an individual as being beneficial to him. Humanity has been dwindling between the two extremes with reference to sexuality. Today, porn is advertised under the banner of sex education by including it in the syllabus of some educational systems. In all times and at all levels of human culture instructions in the matters of sex have been closely bound up with the social mores and the prevailing codes of ethics applied to sexual conduct. In the development of these codes, religion has of course been a dominant factor. The Quranic teachings related to human sexuality are of the most sober nature, which have further been explained in different Traditions of the Holy Prophet. (M. A. Khan and S. Khan, 2015:1210-1215).

In the psychological review, the stage of sex development according to Sigmund Freud consists of five phases: first, the pleasure stage is in the mouth (Oral Stage), occurred during the first year of a baby. The pleasure of a baby is to suck one by mouth. Secondly, the pleasure stage is in the anus (Anal Stage), which is the second year of a baby, gaining pleasure around the anus, that is when babies excrete dirt. Thirdly, the stage of a child has the pleasure of starting to identify his genitals (Phallic Stage), a child gets erotic from the penis for boys and clitoral for girls. Fourth, the Youth stage (talency stage), namely the continuation of the previous level, when the erotic tendencies are pressed until the time of puberty. Fifth, the peak stage of pleasure lies in the pubic area (Genital Stage), that is when the maturity of one's sexuality. (Nasaruddin Umar, 2010: 42).

### **Sex education**

Sex education is an attempt to transfer knowledge and value about human genetics and function, especially those associated with male and female types of men and women as a continuation of the primitive tendency of creatures animals and humans who are interested and love the opposite. Sex education is an effort to teach, awareness, and enlighten the sexual problems given to children, in order to keep children free from unislamic habits and to close all possibilities that lead to the relationship sexual abuse. A

healthy direction and understanding of sex from the aspects of physical, psychic, and spiritual health. (Moh. Roqib, 2009: 214).

According to S. S Ihwani et.al., in the journal *Sex Education Beyond School: Implication for Practice and Research*, sex education in Islam is defined as the following:

“In Islam, sex education is the process to educate and disseminating knowledge about aspects related to sexual matters between men and women which needed to be fundamentalized on the concepts of faith and belief to Allah the almighty who created human and is ever-knowing about the human Himself. Apart from that, sex education is to nurture the appropriate lust and desire which adhere to teaching of Islam so that it becomes the blessed lust and desire, which give peace and pleasure in life and thus hindering human from adultery which is truly hated by Allah the almighty (Al-Araf 7:11 ; Al Baqarah 2:30-38 & 221 ; An Nisa 4:1 & 3 ; Hud 11:40 & 71).” (S.S. Ihwani et.al., 2015: 12-16).

According to Nadzirah Binti Mohd Tahir about the definition of sex education is:

“Sex education is defined as the systematic attempt to promote the healthy awareness in the individual on matters of his or her sexual development, functioning, behaviour and attitudes through direct teaching (Frimpong, 2010). Sexuality education covers the same topics as sex education but also includes issues such as relationships, attitudes towards sexuality, sexual roles, gender relations and the social pressures to be sexually active, and it provides information about social, reproduction & health services. It may also include training in communication and decision-making skills.” (Nadzirah Binti Mohd Tahir, 2013:1).

Sex education is a process for educating and spreading knowledge of aspects or related matters between men and women that are necessary to underlie the concept of faith and belief in God Almighty who created man. Regardless of that sex education aims to nurture the passions and desires inherent in Islamic teachings so that it becomes a endowed lust and desire that gives peace and pleasure in life and can therefore prevent human beings from committing adultery that is deeply hated by Allah SWT.

### **Early Childhood**

Early childhood is a group of people aged 0-6 years (in Indonesia under Law No. 20 of 2003 on the National Education system), based on the children's education experts, the human group that is 8-9 years old. Early childhood is a group of children who are in the process of unique growth and development, in the sense of having a pattern of growth and development (fine and rough motor coordination, intellect (mind, copyright, emotional Intelligence, and Spiritual intelligence), social emotional (attitude and behavior as well as religion), language and communication that is specific to the level of growth and development of children. Based on its uniqueness in growth and development, early childhood is divided into three phases, namely: first, infancy is born to 12 months. Secondly, the age of Toddlers (toddler) is 1-3 years old. Third, preschool period 3-6 years. Fourth, the early class of elementary school aged 6-8 years. Early childhood growth and development needs to be directed at laying out the right fundamentals for the human growth and development, namely physical growth and development, thinking, copyright, social emotional, language and communication as the basis for intact personal formation. (Mansur, 2011: 87-88).

As for children of preschool age (kindergarten age) is an individual development phase of about 2-6 years, when the child begins to have awareness of himself as a man or woman, can regulate himself in urination (toilet training), and know some things that are considered dangerous (harm him). (Syamsu Yusuf LN, 2014: 162-163).

Educating for children aged 4-6 years of formal can be reached in kindergarten TK or RA. Through a process of learning from an early age, the expected child is not only prepared to enter education further, but more important is that children receive stimuli of the physical-motor, intellectual, social, and emotional in accordance with the level of his age. (Muhammad Ali Sodik et.al., 2020: 518).

Early childhood has different characteristics with adults, unlike other children's age phases, early childhood children have distinctive characteristics. Some of the characteristics for early childhood are as follows: children do not like to be silent, always questioning something factual (based on the views and who are heard), never satisfied with one answer, always want to try. (Een Haenilah, 2015: 94).

In addition, in an effort to educate or guide children, so that they can develop their own potential as optimally as possible, then for educators, parents or anyone who is interested

in child education, it is necessary and advisable to understand development of children. This understanding is important, for the following reasons: First, childhood is a period of rapid development and a change in many aspects of development. Second, childhood experience has a strong influence on subsequent developments. Thirdly, knowledge of child development can help them develop themselves, and solve the problems they face. Fourth, through an understanding of the factors affecting the development of the child, can be anticipated about various efforts to facilitate the development, both in the family environment, school, and society. In addition, it can be anticipated also about efforts to prevent various constraints or factors that may be contaminating the development of children. (Syamsu Yusuf LN, 2014: 12).

From the explanation above, the authors concluded that early childhood is experiencing rapid growth and development. This age is a time when the child is able to distinguish both good and bad, the decisive time in the next journey so that the appropriate stimulation is required in order to grow and develop to the fullest.

### **Early Childhood sex education**

Early childhood education is more emphasized how to give children an understanding of his or her condition, understanding of their kind, and understanding to avoid sexual violence. (Natalia Devi Oktarina and Liyanovitasari, 2019: 111).

Sex education discusses how to equip the child with the skills to choose the action to take, develop confidence, and increase the child's competition to determine the attitude when facing a situation. Through the development of confident and the ability to determine attitudes, children are expected to protect themselves against crime or sexual harassment, improper sexual behavior, and sexually transmitted diseases such as HIV and AIDS. (Muhammad Iqbal Hanafri et.al., 2016: 52).

Early childhood sex education is the delivery of information to children about sexuality issues such as the introduction and understanding of identity and its limbs that are expected to encourage the development of sexual behaviour so that no sexual problems are detrimental to the child. Sex education is not only a biological knowledge that must be understood, but to be applied in life by observing the development of psiko-social in order to form the personal child who has good morality. In conclusion, early childhood sex education is an effort to provide the right knowledge and information in a factual

manner while directing the child to put sex at the right perspective considering sexual crime is increasingly marginalized and victims ranging from early childhood.

## **METHODOLOGY**

### **Types and Approaches to Research**

The Data collected in this study are more records of interviews, direct observation, participant observation and documentation as a characteristic of qualitative research in case study approaches. Data on the results of the study became a material to make an overview of the relationship between components, attitudes, and the activities of the sex education implementation in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga Indonesia.

### **Research Subject**

The selected case study model demanded that the data retrieval process be carried out from various sources. Multi-resource usage will check each other's truth and strengthen each data obtained. (Wina Sanjaya, 2013: 78). Therefore, the subject in this study, among others: school principal, responsible curriculum, class guardian, teachers center, the companion teacher of the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga Indonesia.

Research subjects were determined by the snowball sampling technique. The main subject specified is the principal, the responsible curriculum, the class teacher or teacher centre and companion teacher. The next subject will be determined by the principal directing the researcher to meet the next subject that can be asked about the implementation of sex education in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga. Each of these research subjects will also provide recommendations for subsequent research subjects until eventually the research data encounters a saturated point and finally data retrieval is terminated. The Data obtained in this research was obtained directly from the institution that is examined, namely the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga Indonesia.

### **Data collection Techniques**

The source of evidence that can be used as a focus for case study data collection includes: first, participant observation. In observation this researcher involved with the daily activities of the person being observed or used as a research data source. While conducting observations, researchers are doing what the data sources do, and have a good



time in the process of implementing sex education. With the observation of this participant, the data obtained will be more complete, sharp, and to know at the level of meaning of each behavior is visible.

Second, interview. The interview methods used in this study were in-depth interviews and observations in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga Indonesia. Interviews are used to obtain data information about the implementation of early childhood sex education. For in-depth interviews with principals, center teachers, class guardians, and teacher councils.

Third, documentation. For case studies, the most important document usage is supporting and adding evidence from other sources. Because of its overall value, the document plays a very important role in the collection of case study data, systematic search of relevant documents is therefore crucial to the data collection plan. (Robert K. Yin, 2008: 103-105). In addition to interviews and observation researchers use multiple agenda reference sources, meeting conclusions, and reports of other written events and administrative documents of early childhood sex education programmes in Islamic Integrated Kindergarten Bina Putra Mulia Purbalingga Indonesia.

Fourth, archive. As for the archives obtained from the research site including the archive of school statistics about the state of educators and education, the number of students in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga, other related data such as vision, missions, and school objectives, school order, school performance data, student data, schedule activities and other additional data.

Fifth, direct observation. Researchers take direct observation at the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga ranging from formal data collection activities such as meetings with principals, meetings with students in learning activities, meetings with class teachers/center teachers and accompanying teachers.

### **Data Analysis Techniques**

Data analysis activity in a process of research is done by digitizing data. (Sukardi, 2016:86). The analytical techniques used in this study are interactive analysis of models developed by Miles and Huberman which include: First, data Reduction. In this study, the data reduction process that authors do is to summarize all data from observation

results, interviews, archives, physical devices and documentation, then choose the data that the author needs, focusing on matters relating to early childhood sex education.

Second, data presentation (Display Data). Once the data is reduced, then the next step is presenting the data. Data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The most frequently used data presentation is with narrative text. (Emzir, 2011:131). The presentation of the data that the authors do in this study uses narrative text, explaining in detail about the implementation of early childhood sex education in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga.

Third, verification (Conclusion Drawing). The third step in qualitative data analysis according to Miles and Huberman is the withdrawal of conclusions and verification. Preliminary conclusions are still temporary, and will change when no strong evidence is found in favor of the next data collection stage. But if the conclusion expressed in the early stages is supported by valid and consistent evidence when researchers return to the field collecting data, then the conclusion expressed is a credible conclusion. (Sugiyono, 2016: 345). Thus, conclusions in the study may be able to answer the formulation of problems that were formulated from the beginning, but may not, because the problem formula is still temporary and will develop after researchers are in the field. So, after the author does the data reduction and presents the data, then the author will verify based on data and the fact that is in the research place. The conclusion that will be made in relation to the implementation of early childhood sex education in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga.

From the results of analysis can be determined and also recommendations that can be used as a reference for early childhood education institutions, especially kindergarten, to be programmatic and planned for early childhood education.

### **Data validity Check**

The validity of the data is carried out with the intention not to seek the truth about some phenomena, but more on improving the research understanding of what is found. (Sugiyono, 2016:330) In addition triangulation techniques are used to increase the possibility of making the results of discovery and interpretation to be credible. (Abdul Manab, 2015:138).

Data validity check using triangulation. Triangulation is defined as a data collection technique that combines the various data collection techniques and existing data sources. If researchers are collecting data with triangulation, the researcher actually collects data that simultaneously tests data credibility, which is to check data credibility with various data collection techniques and various data sources.

Triangulation technique, means researchers use different data collection techniques to get data from the same source. Researchers use participatory observation, in-depth interviews, and documentation for the same data source simultaneously. The source triangulation means, to get data from different sources with the same technique. (Sugiyono, 2016:330.)

So the validity of the data is carried out with the intention to demonstrate that the research on early childhood sex education in the Integrated Islamic Kindergarten Bina Putra Mulia Purbalingga is truly scientific, minimizes distortion, and to build trust and interpret based on the presence so that the data obtained in the field become more credible and the results can be accounted for.

## **RESULT AND DISCUSSION**

### **Description of Discussion Results and Analysis Early Childhood Sex Education in Kindergarten**

A description of the results and analysis of discussion from the research was intended to present the data held in accordance with the subject matter that will be examined in this research, "Early Childhood Sex Education in Kindergarten". Kindergarten has a planned and on going program of sustainability using themes in its studies that are regularly implemented in the first semester. The theme of sex education annually experiences the addition of sub-sub themes tailored to the needs of the students. The addition of sub-sub themes in the theme can be done long and can also be brief, depending on the breadth of themes and interests of the child. There are times when one theme takes a month or even more than a month.

Kindergarten has a planned program of sex education for early childhood. This Program is implemented as a preventive effort so that it can bridge the child to better understand and understand its role and responsibilities as an individual who is experiencing the development period. This Program is very important considering sexual violence or sexual crime in early childhood is increasing in society. It can be said that schools need

to seek introduction and understanding early on to children about sexuality and the discussion of sex education content must be based on religion, moral, and ethical values.

### **1. The Purpose of Early Childhood Sex Education**

The process of early childhood sex education is a system, a unity of components can not be split up and in the implementation of feedback or feedback, or can be said between other components supporting each other so that the purpose child sex education that has been prescribed in education is achieved. Therefore, in the implementation of early childhood sex education, teachers should not only pay attention to partial teaching components.

Based on the observation that the implementation of early-childhood sex education in kindergarten has a clear purpose. The purpose of sex education in kindergarten according to interviews with the principal is that children are expected to know about the question of their sexuality from the speakers that can be accounted for by educators in school. Educators do not just give you material, but nurture the students character so that children have a noble behavior according to their identity, behave in accordance with the norm so that children do not conduct sex deviant behavior either in family, school or community environment.

The need for sex education for every individual is not only to protect themselves from sex deviant behaviour, but also to give children an understanding of the boundaries as a man and a woman. (Shofwatun Amaliyah and Fathul Lubabin Nuqul, 2017: 157-166).

As for the results of interviews with the class parents and teachers of the kindergarten centre A and B, the purpose of early childhood education is generally so that the children know more about him, his limbs and to maintain the grace that has been created by God. So it can keep it as a form of gratitude. The other goal is to give the child an understanding of the aurat. Distinguish and introduce the boundaries of genitals or aurat for men and women.

So the main goal of early childhood sex education in kindergarten is to give birth to individuals who can always adapt to the community and its environment, and to help the child to develop their personality, so that able to safeguard and be grateful for what God has conferred.

## 2. Early Childhood Sex Education Material

Since beginning to be able to think and able to distinguish between good and bad, children need to be given knowledge about sex that is appropriate to his age and be taught the jurisprudence laws little by little, especially the ethics of sex education that He needed, such as trained how Istinja, Istibra if he boy, the importance of turning the face from the qiblat if it is a waste, how to purify clothes from unclean, and wash blood stains on his body or clothes when he wants to other activities. (Yusuf madani, 2003: 129).

The result of early childhood sex education semester program documentation in kindergarten in first half, learning using themes. According to the results of the documentation that the sex education material in the Learning Implementation Plan (RPP) where the theme myself has sub themes such as my identity and my body. The theme of myself is lowered into a sub-sub theme. The derivatives of my sub-themes related to sex education material are name, age and date of birth, gender, home address, parental name, and self-emotion. For sub themes my body is lowered into sub-sub themes such as limbs, body parts, body hygiene, self-safety, and distinctive features.

According to the results of interviews with the class guardians and teachers of Kindergarten A and B mentioned that with sex education material about the theme myself with the sub theme of body hygiene, teachers introduce and teach students about "Toilet Training". Teachers each day continue their mentoring to the students and recall the etiquette of entering the toilet, in the toilet, and out of the toilet. Through the theme, the child will be easier to know a concept of knowledge and can learn something concrete. Therefore, the child development indicators can be achieved optimally when the teacher.

Looking at the above issues, teachers need to have the ability to mastery the theme or basic subject matter and supporting sex education material for child. In material selection should be relevant to the purpose and adequacy of material. The material adequacy here means that the basic material of child sex education should not be too little, and supporting material should not be too much. If the subject matter is too little less helpful to reach the learning objectives and if too much supporting material will waste time and energy so it is not maximal. The point of use of early childhood sex education support is adjusted with the course material to provide motivation and feedback so that

communication becomes multi-directional when the process of implementing sex education.

The use of themes in early childhood sex education, is expected to be useful in linking the discussion of sub theme with other according to the way of thinking children, that is to connect the previous knowledge with the new knowledge that owned by a child. The topic of early childhood sex education uses topics of discussion that are close and well known to make children more engaged in them. The benefits for educators is to facilitate educators in the development of learning activities according to the concepts, facilities, and infrastructures owned by the school environment.

### **3. Early Childhood Sex Education Methods**

Methods can also be interpreted as the way educators use in conveying material using certain forms, such as lectures, discussions, assignments, and other means. Broadly, the method is a thorough plan relating to the presentation of the subject matter regularly and not conflicting, which is based on a particular approach. The method is procedural in presenting the material through the selection process, gradation, and the provision of its requirements. (Moh Roqib, 2009:91).

The implementation of early childhood sex education in kindergarten uses a variety of methods. There are a variety of methods used by teachers to teach, method of lecture, questions and answers, discussions, demonstrations, simulations, transparency and habituation. According to the results of interviews with the class guardians and teachers of Kindergarten A and B that the method used in the implementation of early childhood sex education is demonstration, habituation, example, story, role playing. For the activities of the natural center the implementation science is more to the performance or direct practice. Live practice activities that exist in natural centers of science such as simulating a pair of men's and women's clothes and playing clay to make a person according to their identity (male and female). As for the method of habituation when teaching to keep the body clean through the toilet training, as well as the method of precision performed by the teacher by giving an example of closing the aurat.

If parents and teachers use the ways that Islam has taught to educate, in the form of awareness, warning, and bond to the child's life, then the child will be the farthest of all things that can excite their passions, The farthest of things that can damage his cause, and

from the causes of mental and personality irregularities. In fact, in the midst of society he can be a good example for others who can give enlightenment, because his clean soul, his holy heart, his glorious spirit, his good association, and his apparent piety. (Abdullah Nashih ' Ulwan, 2015:463)

From the explanation above, it is known that early childhood sex education methods are a way of teaching or delivering sex education material from educators or teacher to students. Delivery of ways to teach alternately or variations in methods between one method and another adapted to the conditions and situations of early childhood so that the delivered sex education message is well received. Therefore, the method of sex education is flexible and varied adapted to various factors, such as the age of children and the place of sex education.

#### **4. Early Childhood Sex Education Media**

Media according to the National Education Association (NEA) has a different understanding. Media are forms of communication both in print and audiovisual and its equipment. The Media should be manipulated, viewable, heard, and read. Whatever the limitation is given, there is a similarity between the constraints that the media is everything that can be used to transmit messages from the sender to the recipient so as to stimulate the mind, feelings, attention, and interest and attention of students in such a way that the learning process occurs. (Arief S. Sadiman et.al.,2012: 7).

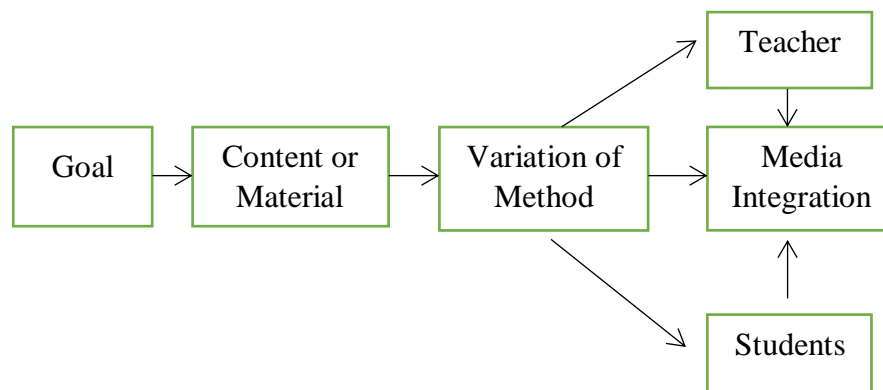
Based on the immediate observation, the kindergarten teacher uses media to support the implementation of sex education. According to the results of interviews with the class guardian and teacher of Kindergarten A and B that the supporting media used in the process of implementing early childhood sex education, children is used as a direct teaching tool. Other media used in the form of pictures or posters of men and women. For self-identifying materials use stick pictures or group clothes according to their identity. The Media in early childhood sex education is instrumental in channeling messages from teachers to students so as to stimulate children's mind, feelings, attention, and interest in such a way that the learning process becomes concrete, good use of media or outside of class.

One interesting theme in early childhood sex education is the introduction of body members. As the child learns about the part of his body, the teacher can invite the child

to learn with the game media. As for the games that can be integrated with the media educational theme myself subtheme my body is with a puzzle game body members. The role of the media is intended to provide hands-on experience. Through the integration of this educational media, children will be expected to actively interact.

So the educational media used in the implementation of early childhood sex education aims to make the child understand a sex education material in a more constructive way. Based on the results that have been displayed above the purpose of using educational media such as image media or posters and props here is to prevent the occurrence of verbalism in children.

### 5. Analysis of Early Childhood Sex Education Learning Concepts in Kindergarten Indonesia



Picture 1. Early Childhood Sex Education Learning Concept.

Below will be discussed about the map of early childhood sex education learning concept, where the concept map explanation is as follows: First, determine the goal to be achieved. As Rusman quoted, according to Bloom classifies the objectives into three domains, namely cognitive, affective, and psychomotor. (Rusman, 2014:66-67). The purpose of learning is one aspect to consider because students will gain a more concrete and better direct knowledge when compared to learning without a clear goal.

Second, the determination of content or material. The core elements that exist in the learning activities besides the purpose of learning materials. The instructional materials outline consist of the knowledge, skills, and attitudes that students must learn in order to achieve predefined competency standards. (Hamdani, 2011:120). For learning to walk the maximum then a good planning is required, that between the purpose and material must match.



Third, variation methods. The learning process requires an educator to have skills in formulating varied methods so that the learning process is enjoyable and able to develop students abilities and to have the function to prepare the students individual differences.

Fourth, media integration. As for providing a directed and formal learning facilities, one can be done through the integration of media and the use of relevant media. Media integration is a few interrelated media where the media is one with the other media that has a common purpose and content. Through the integration of media, students will be able to interact a lot actively by taking advantage of all its potential, because the media used in the learning process is tailored to the educational objectives.

### **CONCLUSION**

From the exposure of research and discussion on early childhood sex education in kindergarten, it can be concluded as follows: first, sex education aims are expected for children to know about the question of sexuality with from an accountable source, forming a child character. Secondly, the sex education material uses themes, where the theme "Myself" and sub-themes such as "My Body" and "Identity of Myself", can support the needs of students gain more concrete knowledge as well as improve the knowledge of the basics of sex education attitudes and behaviors of noble ethics. Thirdly, early childhood sex education uses methods or ways that Islam has taught to educate, so the child will be the farthest of all things that can arouse his sexual appetite, the farthest of things that can damage his cause, and from the causes mental irregularities and personality. Fourth, the use of sex education media that is integrated with the purpose, materials, methods are expected to make the implementation of sex education for children will be easier and directed.

### **LIMITATION AND STUDY FORWARD**

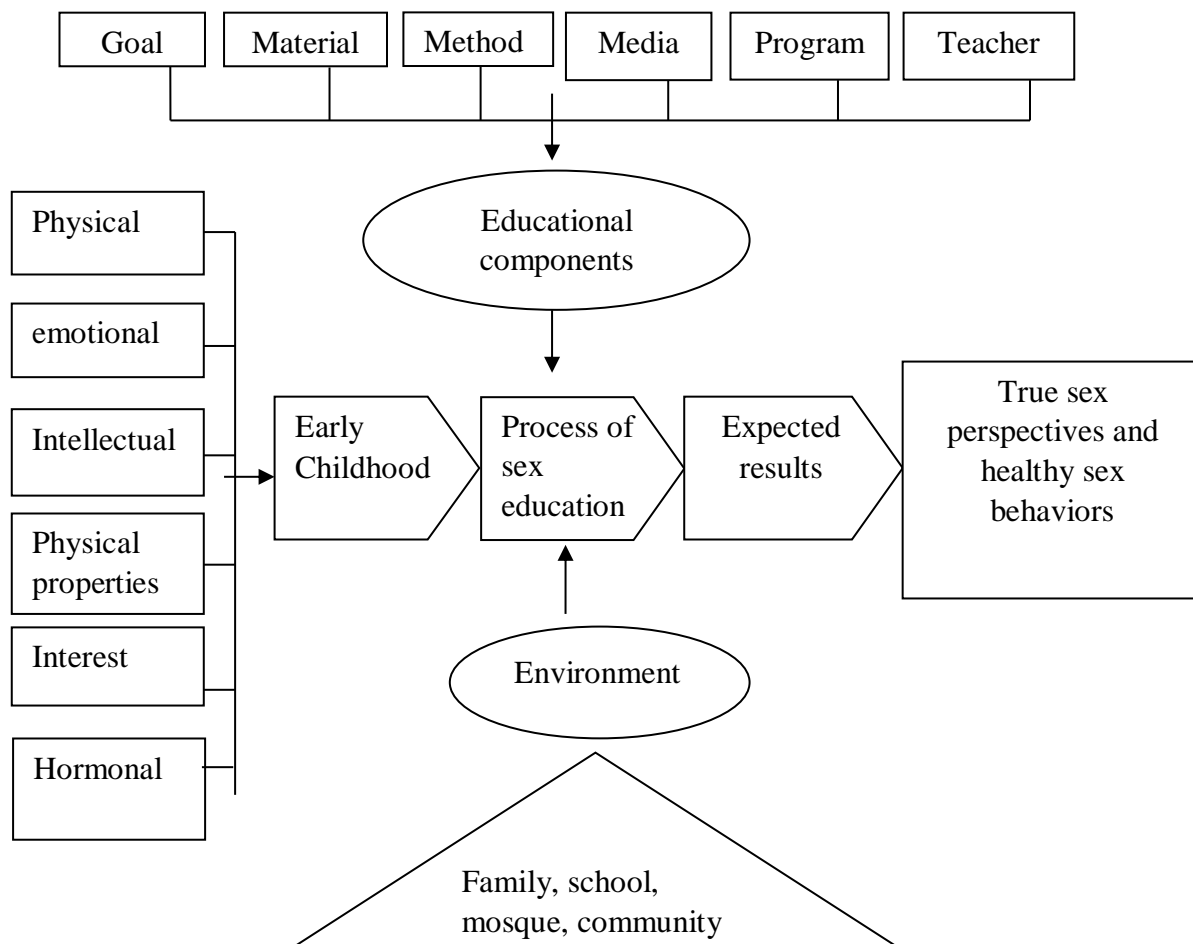
School pick-up takes only one example of kindergarten which has implemented programmed and sustainable sex education. But this research can contribute to kindergartens in other countries to further maximize the planning and implementation of a daily program plan (RPPH) or weekly (RPPM) by presenting sub themes and other sub-sub themes that still integrated with early childhood education so that the child acquires a more comprehensive knowledge of the correct sex perspective of the accountable party.

### **ACKNOWLEDGMENT**

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**IMPLICATION FOR RESEARCH AND PRACTICE**

The outside world is viewed in a different way by early childhood who is still in the stage of development with great curiosity about sex problems. In order for early childhood in kindergarten not to fall into deviant sex, not silent when abused, then children need to be given knowledge through sex education from early age in kindergarten. Early childhood sex education in kindergarten is held in order to facilitate the overall growth and development of the child or emphasize the development of all aspects of the child's personality, including: cognitive, language, social, emotional, physical, and motor child. The knowledge of sex that is being able by children from various sources such as the family environment, school, and surrounding environment including mosques, communities, and peers can add insight and understanding about sexuality. Teachers have an important role in give out early sex education as a preventive effort to prevent sexual abuse of children and other latent dangers around them.



Picture 2. Systematic children's sex education chart

Based on the above research objectives, this research has practical and theoretical benefits. The theoretical benefits of this research are as follows: first, introduce in early childhood about the norm and the value that is in the community with regard to sex. Secondly, it is hoped that early childhood sex education can give children an understanding of how to keep his or her body. Thirdly, through early childhood sex education is expected to add insight, integrated information, and the importance of communicating about sex with peers. Fourth, through sex education is expected for early childhood to manage their sexual impulses appropriately and correctly. The practical benefits are first, as the input of the school principal in carrying out its role as a leader to facilitate the process of implementing sex education. Secondly, as an input for students to be able to play an active role in the implementation of sex education and its learning. Thirdly, as an input to the teacher council for shoulder-to-shoulder introduce information about sexuality correctly and responsibly. Fourth, as an input to all parties that early childhood sex education as a joint responsibility.

## RECOMMENDATIONS

For the next researcher, because this research is a case study research that apparently the results show that the implementation of children's sex education in Kindergarten provides positive results and implications, should research can be followed by class action research and taking different and more specific objects in order to improve the quality of early childhood sex education.

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