

Teachers' Role in Introducing Sexual Education Through Art to Early Childhood at RAB Perwanida Bendunganjati Pacet Mojokerto (Efforts to Prevent Sexual Harassment in Early Childhood)

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ABSTRACT

Sexual harassment is a serious matter that will damage a child's future both in the short and long term. The consequences do not only affect the victims, but also their parents, families and economics. Indonesia's current condition about this is very concerning where every year there is a lot of data that collects cases of sexual harassment and is not taken seriously. This has become a concern for parents and the public. Sexual harassment occurs due to the lack of knowledge of parents regarding sexual education for children and they only rely on sexual education in schools. However, sexual education in schools is rarely considered and implemented. Based on the background, this study discusses teachers' role in introducing sexual education to early childhood at RA B Perwanida Bendunganjati Pacet Mojokerto (Efforts to Prevent Sexual Harassment in Early Childhood). The purposes of this study were to analyze (1) parents' role in sexual education for early childhood. (2) Teachers' role in introducing sexual education to students. (3) The media used by the teacher to facilitate the sexual education material. By employing qualitative research, this study was conducted in RA Purwanida group B with 18 students as subjects, one student guardian, and two teachers. The data in this study were carried out through 3 stages: Reduction, Data Presentation, and Documentation. The results of this study indicate that (1) Parents have provided sexual education to early childhood when they are at home. (2) The teacher has played a role in introducing sexual education through the media of images and singing methods. (3) Learning the sexual education in early childhood is more effective if it is explained concretely.

Keywords: *Teachers' Roles, Sexual Education in Early Childhood, Parents' Roles.*

INTRODUCTION

Parents as the closest persons to the child have a big role in helping their preparation towards the gate of his life. In maximizing their roles, parents will become a strong fortress for family members, especially the children, from any bad things that could happen to their family. Sexual education from an early age is an education that must be carried out by parents so the children get more information about it. With a background knowledge about the sexual education from their parents, children will not be lacking any information about it.

Sexual education should be a form of parental concern for their child's future in order to maintain their honor. Given the current number of cases regarding acts of sexual violence against children and adolescents, parents are instead apathetic and do not play an active role in introducing sexual education to their children¹. They do not know how to deliver sexual education matters according to their child's age since they feel awkward when discussing sexual education. Meanwhile, sexual education does not mean only education about the sexual relations.

One of the parties who must be responsible as an educational facilitator and provide stimulation to early childhood is a teacher. According to the Act no. 14 of

2005, teacher's are professional educators who have the main task of educating, teaching, considering, directing, training, assessing, evaluating students and early childhood education through formal education, basic education, and secondary education¹. Teacher is a figure who must set an example, provide inspiration, and motivate his students so that they feel cared for and get positive thoughts from their teachers.

Teachers' role is increasingly important in today's global era. Through professional teacher guidance, every student can become a qualified, competitive and productive individual². Therefore, an educator needs to carry out the teaching-learning process using appropriate teaching methods and strategies that can stimulate students' active skills.

The early childhood teacher is a mentor, caregiver, and role model for early childhood students to emulate. Regarding their responsibility to provide comprehensive education, early childhood teachers must always pay attention to several aspects and areas of early childhood development. In general, the aspects of development are cognitive, psychomotor, social-emotional, language, religion, morals, and provide development according to the characteristics of early childhood². Basically, sexual education for early

childhood is an activity to teach intelligence to children.

Material that can be delivered in introducing sexual education for early childhood is that the differences between boys and girls. The explanation can be started by explaining that the clothes they wear are different. The parts of the body and their functions as well as how to look after them can be introduced in the next step².

Teachers must create interesting and meaningful learning, such as using pictures and songs since these two methods are considered effective and are often used for early childhood education levels. The singing method is an approach that is considered effective since it makes students happy and excited so it can increase their motivation. Learning with song can also eliminate boredom and strengthen children's understanding of the material being taught.

We all need to realize that sexual violence occurring to children has a lasting effect. One of its worst effects is suicide attempts and self-destruction. The worst thing is that a child who was once a victim will take revenge for what happened to him and will imitate what he has experienced². Cases of sexual violence against children are a social problem that will have a major impact on health aspects and adversely affect the development of children, both physically and

psychologically. Therefore, this will have an impact on reducing children's life quality.

The current condition in Indonesia is indeed very concerning. Many families and teachers still think that sex education is not appropriate to be given to children because they think that when we introduce children's sex education from an early age, they are worried that they will recognize sexual behavior from an early age². Actually, it should have been given from the start to prevent sexual harassment. Children who have received training on sex education can be more opened and freer in telling whatever happens to them. The courage to prevent sexual abuse of children will appear by itself.

Based on this background, the purpose of this research is to find out (1) what is the role of parents in providing sexual education to early childhood, (2) what is the role of teachers in introducing sexual education to students at RA B Perwanida Bendunganjati Pacet Mojokerto, and (3) what media is used to facilitate teachers in conveying education to children.

METHODOLOGY

This study uses a descriptive qualitative approach². Descriptive study is a study that describes narratively according to what is happening in the field. This study was carried out at RA Perwanida Bendunganjati, Pacet, Mojokerto from September 2021 to April 2022.

The subjects of this study were group B students, one parent, class B teacher, and the teacher in charge of class B.

RA Perwanida Bendunganjati was chosen since it has good cooperation between teachers and parents. This study used observation techniques and came directly by looking at the activities in RA Perwanida, interviewing class B teachers, class B administrators, and student guardians, documenting data in the form of writing, or photos of activities, and making educational-conscious diary notes about the sexual education given to the students. The documentation used is done naturalistically where the research was carried out in the natural conditions of the research subjects, without any interference from the researcher², not contrived and ran as it was.

This study collected information about the teacher's role in introducing sexual education to early childhood at RA B Perwanida in 2021/2022. The author used this approach by considering several things. First, using qualitative methods is easier if it is expected by multiple or different facts. Second, using this method will present directly the data taken by the author to the respondents. Third, qualitative methods are more sensitive and more able to adapt to a lot of role sharpening as well as suitable media for teachers to use in introducing sexual education to early childhood.

Data collection techniques used were observation and in-depth interviews. According to Nasution, observation is the basis

of all studies. It is a method of collecting data through observation and sensing. In this study, researchers used descriptive observation where the results of observations and sense will be explained in a series of words.

Observations were made to the teacher face-to-face during the teaching-learning process. In this observation, the author is only an observer whose job is to observe the teacher's role in introducing sexual education to early childhood. Efforts were made to obtain this method with a research instrument with observation guidelines. Teachers, the subject of the study, are being asked to obtain information and data about their roles and the media used to introduce sexual education to early childhood.

An interview is a meeting of two people to share information and opinions by asking questions and then constructing the meaning on a particular topic. Interviews were conducted with the parents, students and class teachers of RA Perwanida Pacet Mojokerto in order to obtain in-depth information about the teacher's role in introducing sexual education to early childhood and suitable media to introduce sexual education to early childhood. This study uses structured interviews.

Documentation is done so that researchers get original data and can be accounted for. The data were in the form of photos and videos that are related to research at RA Perwanida Pacet Mojokerto.

Bogdan argues that qualitative data analysis is an effort made to work with data, organize them, sort and select them into units that can be managed, synthesized, searched and

found the patterns. Finding out what is important and what is learned, deciding and concluding the data so that they can be shared with others are also the part of this study².

Data analysis according to Sugiono is a process used to systematically search for and compile data that researchers obtain from the results of data collection using observation, interview, and documentation methods. This data analysis is done by synthesizing, choosing which is more important and organizing the data into categories, describing it into units, compiling it into patterns and making conclusions so that it can be easily understood². In qualitative analysis, there are two things that must be achieved by researchers: First, analyzing and obtaining a thorough picture of the process of social phenomena³. The second is analyzing the meaning contained in the data, information and the process by which the social phenomenon occurs. Thus, the information or data obtained must go through analysis first. In this study, the data obtained were analyzed using a qualitative descriptive design. The analysis technique used Miles and Huberman data analysis model where the components in the data analysis include: data collection, data reduction, data presentation, and drawing conclusions.

The stages of data analysis according to Miles and Huberman are data collection, data reduction, data presentation, and drawing conclusions. This data collection was obtained from the results of observations, interviews and documentation. Data reduction is the stage where the researcher selects the data that has

been collected from interviews, observations, and other materials. According to Miles and Huberman, presenting qualitative data by using narrative text model eased the writer to understand the ongoing conditions so that he can carry out further work. Drawing conclusions is the stage where the researcher concludes the data presented.

RESULTS AND DISCUSSIONS

RA Perwanida is located in Bendungan Jati Village, Pacet District, Mojokerto Regency. The facilities at RA Perwanida are two classrooms, a teacher's room, a play area, and a student toilet. There are seven teaching staffs at RA Perwanida, five of whom have bachelor's degrees and two of whom have master's degrees as their most recent degrees. The number of students in Class B RA Perwanida is 37 children with 17 of boys and 20 of girls. Based on the results of interviews with the class teacher and the teacher in charge of the class, the routines carried out by students and teachers are reading, opening lessons, providing material, closing, and extracurricular tutoring with a flexible schedule. Data that were not revealed in the interviews were supplemented by the results of direct observations by researchers.

Parents' roles in providing sexual education to early childhood

Based on the interview results, parents' roles in introducing sexual education to early childhood is as follows:

a. Providing an understanding of sexual education to early childhood

Parents have an important role in the success of their children's education so that sexual education in early childhood must be considered by them. However, they still consider sexual education to be taboo and not worth discussing. This is in accordance with the results of the interview conveyed by the interviewee:

"To provide an understanding of sexual education to my child, sometimes it's still awkward and I feel it's not the right time. I also don't know where to start giving it."

Based on the interview results above, parents do not understand about sexual education for early childhood. However, they have taught sexual education starting by keeping their genitals clean. This is in accordance with the results of an interview conveyed by one of the parents:

"I don't understand materially about sexual education, miss, but I teach my child to maintain the cleanliness of his genitals, like to flush and wash his genitals cleanly after defecating but I don't know if this is included in sex education or not."

b. Conveying sexual education to children.

Parents are the first to know about their child's development regarding sexual education, but with the limited knowledge that parents have, they leave it to the teacher. This is in accordance with the results of the interview:

"So far what I have said is about maintaining and cleaning it, Ms. Apart from that, to convey sexual education to my

children, I will leave it to the teacher, Ms."

In accordance with the interview above, it shows that parents have not optimally conveyed sexual education because of limited knowledge

c. Providing time for children.

Providing time for children is important since it can directly monitor their activities. Based on the results of the interviews, parents have 24 hours and always monitor their children like this interview result:

"I have given my 24 hours for my child since I'm a housewife. I am fairly close to my child, Ms., and my child is opened to me."

d. Answering children's questions regarding sexual education.

Providing answers to children's questions is very important since the correct answers about sexual education are provisions that will be carried by children to adulthood. In accordance with the results of the interviews, it is the teacher who has an important role when parents cannot answer children's questions.

Teachers' roles in providing sexual education in class B.

Teachers have a very important role in providing sexual education for children. The following are the results of interviews with the class B teacher and the person in charge of class B. The explanations have been grouped as follows:

1. The role of the teacher in introducing sexual education to early childhood.

The teacher has a role as a companion and director of sexual education for students. This is in accordance with the results of the

interview conveyed by the class B teacher:

"I always accompany the children when they go to the bathroom and ask them to rinse thoroughly."

This is in accordance with the results of the interview conveyed by the teacher in charge of class B:

"I introduce sexual education through learning materials in class"

Based on the results of these interviews, it can be concluded that the teacher plays a role in introducing sexual education through learning materials in class and when in the bathroom.

2. The importance of sexual education for early childhood

Providing sexual education as early as possible for children is very important so that they know the limits of the body and avoid sexual harassment. This is in accordance with the results of the interview conveyed by the teacher in charge of class B:

"Kids nowadays already know about dating and like to match up their friends. They act like adults."

In addition, children can access the internet. This is in accordance with the results of the interview conveyed by the class B teacher:

"What I'm afraid of is that children can access adult videos"

3. Age of conveying sexual education to early childhood.

The stages of conveying sexual education to children are very important because early childhood must be introduced to

sexual education according to their age. This is in accordance with the results of the interview conveyed by the teacher in charge of class B:

"Learning sexual education for children is more about introducing their body parts. Class B has just been introduced to how to take care of his body."

In accordance with the opinion above, the class B teacher also thinks the same way that class A and B children are different in learning about sexual education.

"At the age of 4-5, students are introduced to body parts. Meanwhile, at the age of 5-6 they were only taught about sexual education."

4. Factors influencing teachers to provide sexual education

Based on the results of the interviews, one of the factors that influence teachers providing sexual education to children is the parents' wish for their children to receive sexual education at school.

5. The way teachers convey sexual education to early childhood.

Teachers should create interesting and understandable teaching-learning process. Therefore, they are required to be creative in the teaching and learning process:

This is in accordance with the results of the interview conveyed by the teacher in charge of class B:

"I delivered sexual education through singing and drawing methods. Educational Teaching media like videos of the child's cycle from the womb to birth are also used. But the facilities here are limited."

This is in accordance with the results of interviews conveyed by the class B teacher that the most appropriate media for providing sexual education lessons for children are showing pictures and singing methods:

"Using the song 'touch is allowed, touch is not allowed' and some pictures of boy and girl body posters".

6. Learning themes that are suitable for conveying sexual education to early childhood.

The theme that is suitable according to sexual education for early childhood is the theme of oneself. This is in accordance with the results of the interview conveyed by the teacher in charge of class B:

"Theme: ourselves, sub-theme: parts of body"

This is in accordance with the results of the interview conveyed by the class B teacher:

"Through the theme 'My Needs, the sub-theme of clothing, covering my private parts, my cleanliness'."

According to the interview, it can be concluded that the teacher provides sexual education learning for children through existing themes, such as the theme of 'myself' and 'my needs'.

Media used to facilitate teachers in conveying sexual education to children.

1. Learning sexual education for early childhood through the singing method.

Childhood is called the Golden age, which is a period when children can quickly absorb and imitate external stimuli. However, children

have a higher level of boredom because the world of children is a world of fantasy and a world of play so that creative learning is more interesting for them. This is in accordance with the results of observations made by the author, with children when learning is like the following.

"I like singing lessons, ma'am, because it's fun."

"I understand more if we learn by singing, ma'am."

From observations and assessments in the field, children prefer to play while singing because they feel happy and understand what is being taught more quickly.

2. Learning sexual education for early childhood through pictorial media.

Learning through pictorial media can make children more focused and enthusiastic so that they can imagine and create according to what they want. This is in accordance with the results of observations that the author did with children when learning as follows.

"I color really well"

"I like learning by using pictures ma'am"

Based on the data obtained, children are more enthusiastic about learning and easy to understand when learning sexual education through the singing method with the title *"touch is allowed, touch is not allowed"* compared to just listening to the teacher's explanation.

Parents' role in giving sexual education to early childhood.

Sexual education can be taught by parents to early childhood in a way that is appropriate for the child's age. Eisenberg said that parents

need to create a unique world for their children so that they can easily understand gender differences².

The role of parents is very important for children since they are the ones who know the needs of their children best, know the changes in their children, and their children's development at all times.

a. Providing an understanding of sexual education to early childhood.

Parents still think that sexual education is taboo and should not be taught to children, but unknowingly they are already giving sexual education to their children.

b. How to convey sexual education to children.

Parents convey sexual education to children through their daily activities by monitoring the child to maintain and clean the genitals, covering the genitals, telling the boundaries of the child's body with other people, and providing toys that are appropriate to the child's gender.

c. Answering children's questions related to sexual education.

Parents can give answers according to their abilities and knowledge. If they are still unsure, they can confirm it again to the teacher.

II. Teachers' role in giving sexual education in B class.

Suparlan said that teachers should have four skills; teaching, educating, guiding and training. These four roles are very integrative roles with each other and cannot be separated. The role of the ideal teacher must consider the ability to think according to the child's developmental level.

a. The role of the teacher in introducing sexual education to early childhood.

Teachers play a role in introducing sexual education to their students at school by adapting material that is appropriate to sexual education lessons for early childhood.

b. The importance of sexual education for early childhood

The teacher plays a role in introducing sexual education to their students to provide knowledge about sexual education from an early age. Early sexual education is very important as an effort to prevent sexual crimes from an early age.

c. Age conveys sexual education to early childhood.

The identification of sexual education must be adapted to the period of its development. In the age of group A, the teacher introduced sexual education by introducing the parts of body and their functions as well as how to take care of them. In the age of group B, children are taught about how an individual created.

d. Factors influencing teachers to provide sexual education

Factors that influence teachers providing sexual education to children are the large number of cases of child abuse, parents or guardians asking for sexual education, and easy access to prohibited shows.

e. The way teachers convey sexual education to early childhood.

The method used by the teacher to convey sexual education is through the media of images and songs.

f. Learning themes that are appropriate for conveying sexual education to early

childhood.

The introduction of sexual education to children is carried out by the teacher by incorporating it into learning themes.

Media used to introduce sexual education to early childhood.

Playing makes an important contribution to the development of the baby. Brunner explained that playing is a serious activity that provides opportunities for babies to learn and gives them happiness. Sexual education must be packaged as easily and as attractively as possible so that children can easily understand the material presented.

a. Learning sexual education for early childhood through the singing method.

A suitable method for teaching sexual education to children is singing and movement because it increases children's enthusiasm and provides fun learning.

b. Learning sexual education for early childhood through pictorial media.

Pictorial media is suitable for teaching children because it can help children concretize their thoughts.

CONCLUSION

Based on the data and analysis that have been described in the previous chapter, it can be concluded that the Role of the Teacher in Introducing Sexual Education to Early Childhood at RA B Perwanida Bendunganjati Pacet Mojokerto (Efforts to Prevent Sexual Harassment in Early Childhood) are:

1. Introducing sexual education for early childhood. Parents have an important role for their children since they have more time with

children. However, they still consider sexual education for children to be taboo and it is not appropriate to give it. Thus, they prefer teachers as the right source of information. Although they have unconsciously introduced it to their children.

The role of parents in introducing sexual education for early childhood is to have openness and good communication with children, teach them to maintain cleanliness, one of which is to monitor them when they are in the bathroom, teach them to take care of their private parts, group them according to their gender clothes, toys, colors, and separate children's beds.

2. Teachers have a very important role since they are considered as someone who are able to provide comprehensive education including sexual education. In this era where everything is modern and instantaneous, it makes it easier for children to access everything through gadgets, one of which is adult sites. Therefore, teachers must provide clear direction, debriefing, and directions for children. In schools, sexual education for early childhood has not been given by the curriculum, therefore the teacher must insert sexual education through appropriate themes for conveying, such as the 'myself, sub-theme introduction, body parts, five senses.' Children can be introduced to sexual education through body parts and their functions, guarding their genitals, covering their private parts and knowing the boundaries of the body that other people can and cannot see and touch.

Early childhood is the age of playing while learning. Therefore, the teaching-learning process must be carried out according to the

stages of the child so that the sexual education material can be absorbed easily. The method that is very suitable for early childhood is the singing and moving method. A song entitled "*touch is allowed, touch is not allowed*" created by Sri Seskya S is often used to introduce body parts and its function, as well as tell them which parts of the body can be seen and not allowed to be seen by other people.

Furthermore, early childhood sexual education can be conveyed through images so it gives children a clearer and concrete understanding of what the material is about instead of just imagining it.

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