

Tersediaonline di <https://jqwh.org/index.php/JQWH>

## ANALYSIS OF FACTORS ASSOCIATED WITH THE IMPLEMENTATION OF SEX EDUCATION AMONG ELEMENTARY SCHOOL CHILDREN IN MOJOKERTO

Lasiyati Yuswo Yani\*

Faculty of Health Sciences, Bina Sehat University PPNI Mojokerto

\*Corresponding author: [yuswoyani@gmail.com](mailto:yuswoyani@gmail.com)

Received: March 5, 2024 ; Accepted: March 15, 2024; Published: March 25, 2024

### ABSTRACT

**Background** : The Indonesian Child Protection Commission stated that at least 45 children become victims of sexual violence every month. Early sex education for children is very important to prevent sexual violence, but many parents believe that sex education for children is taboo. This research aims to find out what factors are related to parents' sex education practices for elementary school children. This research was conducted at SDN Gebang Malang II Kec. MojoanyarMojokerto.

**Method** : This research is descriptive analytical with a cross sectional approach. The population in this study were parents of students from class I to class VI. The sample was selected using a purposive sampling method resulting in 171 respondents. Data collection uses a questionnaire.

**Result and Analysis** : The data analysis technique uses chie square. The results of the research show that the factors related to the implementation of parental sexual education for elementary school children are income, education, knowledge and information facilities about sex education, while employment has no relationship.

**Conclusion** : The conclusion of this research, factors related to the implementation of parental sex education for elementary school children in Kec. Mojoanyar, the first factor is parents' education and age, the second factor is parents' knowledge, and the third factor is parents' experience. It is hoped that parents will increase information about early sex education for children, so that parents have good knowledge about sex education.

Keywords : Elementary School Children, Sex Education

## 1. INTRODUCTION

Violence and sexual deviations affecting children have become the focus of the government's attention. Since 2014 through Presidential Instruction no. 5 of 2014 concerning the National Movement Against Violence Against Children, this problem has caught the government's attention because quite a few children are victims of violence and sexual deviation ("Presidential Instruction No. 5," 2014). Data from the Indonesian Child Protection Commission (KPIA) shows an increase in the number of cases of violence against children, namely from 2,982 cases in 2021, almost doubling in 2022 to 4,683 cases of violence. Of this number, the first rank is cases of sexual crimes against children, namely 28% and child pornography cases at 11.56%, which is the second place for cases of violence against children. Cases of violence and sexual deviation against children of course cannot be separated from the education system in Indonesia. Cases of violence and sexual deviation against children of course cannot be separated from the education system in Indonesia (Agustina, 2018).

The violence and sexual deviation that befalls children in the environment is caused by several factors, one of which is a lack of sex education among children and society. According to Yuliana (2016), an observer of women and children from the JejerWadon Community in Solo, stated that the rise in cases of sexual violence against women and children was triggered by the low level of understanding of sex education. Society, especially parents, consider that sex education is something taboo and not suitable to be given to their children. This is in line with the opinion of Musdah (2016), General Chair of the Indonesian Conference on Religion and Peace (ICRP), stating that comprehensive sexual education is to teach respect and appreciation for fellow humans (Abidin, 2018).

The opinion of some parents who think that sex education for children is taboo, turns out to be wrong. Sex education is not as narrow as most people expect, sex education is very broad. Sex education is closely related to how to educate children at home and at school. According to Suwaid (2010: 548) there are several ways to direct children's sexual tendencies, including: 1) training children to ask permission when entering their parents' house or room; 2) get children used to lowering their eyes and covering their private parts; 3) separate the child's bed; 4) practicing mandatory bathing; 5) explain gender differences and the dangers of committing adultery (Abduh&Wulandari, 2018).

According to Hurlock (1978) there are six child developments that are taken into consideration, namely: 1) physical development; 2) motor development; 3) speech development; 4) emotional development; 5) social development and; 6) development of play. Because growth and development is a continuous process, sex education for children should be carried out repeatedly and continuously. For example, start by explaining the intimate organs and their functions when the child is 0-2 years old, then at 3-5 years old provide an understanding of the differences between male and female bodies, at 6-8 years old you can talk about pregnancy, and so on until the child experiences puberty and mature.

The progress of information technology in Indonesia is on the one hand a source of pride, but on the other hand it is a threat to children's psychological and social development, children can easily access pornographic sites because there is no supervision from the family, lack of explanation about sex (Sujarwati et al ., 2016). The phenomenon and prevalence of pornography among society makes us aware of the importance of developing sex education materials for early childhood. Unfortunately, sex is still considered a taboo subject to be discussed by some

people. This certainly makes it difficult for many parents to convey appropriate sex education to their children (Maryuni, 2016; Hastuti, 2012). The existence of conditions or phenomena like this in society, the Bina Sehat University Mojokerto Bachelor of Midwifery study program and at the same time service providers to the community need to carry out movements that provide real results, especially in efforts to prevent violence and sexual harassment among the nation's children.

Based on an analysis of the existing conditions in the population of the area around Bina Sehat University, PPNI Mojokerto has the characteristics of education and the economy of the community which are still unequal, where parents are busy working so they have less time to control and provide education to their children. Based on the results of observations and information obtained, the provision of education about early sex in elementary schools in Mojokerto Regency is still minimal. For this reason, it is very important for elementary school students to be given knowledge about early sex and children's reproductive health. Early sex education is one way to prevent sexual abuse and violence in children (Maryuni, 2016; Dokter Kecil, 2011). The aim and benefits of this service are to increase elementary school children's knowledge and understanding about early sex and reproductive health as well as to help children recognize and prevent sexual harassment and violence that threatens them and indirectly reduce the number of sexual crimes in early childhood.

## 2. METHODS

This research is quantitative research with a survey approach (survey research method). The design used uses a cross sectional approach. Population of parents of students at SDN Gebang Malang II Kec. MojoanyakMojokerto as many as 212 students. By using the Raosoft sample size with a margin of error of 5%, a minimum

sample of 137 respondents was obtained. Using purposive sampling technique, a sample of 171 parents was obtained. The sample criteria for this research were parents of students in grades 5 and 6 who were willing to take part in the research and were present at the time of data collection. Data collection used questionnaires and used secondary data at SDN Gebang Malang II School. Data analysis uses univariate analysis with data presentation in the form of tables and graphs and bivariate analysis uses factor analysis tests

## 3. RESULTS

Table 1. Distribution of factors related to the implementation of sex education for elementary school children

N	Variable	Category	Frequency	Percentage (%)
1	Parents' age	≤ 30 y.o	65	55.5
		≤ 42 y.o	33	28.2
		≥ 43 y.o	19	16.3
2	Parental education	Elementary school	25	21.4
		Senior High School	72	61.5
		College	20	17.1
3	Parents' job	Government employees	25	21.4
		Private sector employee	57	48.7
		Trader	20	17.1
		farmer	15	12.8
4	Family income	UMR	44	37.6
		≤ UMR	43	36.8
		≥ UMR	30	25.6
5	Knowledge about children's sex education	Good	15	12.8
		Enough	35	29.9
		Not enough	67	57.3
6	Parental experience	Experience	30	26.6
		No experience	87	74.4
7	Sociocultural values	Taboo	78	66.7
		Not taboo	39	33.3

Based on the table above, we get an overview of the characteristics of parents who provide sex education to elementary school children, including: the majority are less than 30 years old (55.5%), with the majority's education level being high school (61.5%), with almost half of the respondents working as private employees with family income. varies, more than half

(57.3%) of parents have insufficient knowledge about sex education for elementary school children, almost all parents have no experience in providing sex education to elementary school age children, and the majority of parents (66.7%) consider sex to be taboo things to explain to children.

Furthermore, the data distribution was analyzed using the KMO test and Bartlett's test with results of  $0.569 \geq 0.50$  and a significance of  $0.000 < 0.050$  so that factor analysis could be continued.

#### 4. DISCUSSION

##### Parents' age

Based on the results of statistical tests, a p-value of 0.726 was obtained, meaning that there was no relationship between age and the level of parental knowledge regarding early sexual education for children. The results of this research are in line with research conducted by Meyda (2010) which states that there is no significant relationship between parental age and the level of parental knowledge regarding sexual education with a p-value of 0.209 ( $P > 0.05$ ). A total of 55.5% of parents were less than 30 years old, 28.2% less than 42 years old and 16.3% more than 43 years old. Most parents are in the early adulthood category, namely 22 years and 26 years, with ages ranging from 16 years to 40 years.

A person's age does not guarantee the maturity and readiness of parents to provide sexual education to their children. In early adulthood, psychologically a person has a reflective mindset), as well as sexual education for children. Parents tend to provide sexual education to their children, like what they received from their parents, even though the current era is no longer the same as when they were children. The growth and development of children is currently taking place rapidly in line with children's nutritional capacity and current developments in science and

technology. So being a parent requires deep understanding, not just providing the same care that parents receive. Parental age should not be an excuse for parents' limited knowledge and ability in providing sexual education to children.

Parents and family are the basis of education for children, including children's sexual education. No matter how old the parents are, it is not a barrier to getting the right information regarding children's sexual education.

However, this is not in accordance with what Solikhati (2012) stated that age influences a person's ability to perceive and think patterns. The older you get, the more your understanding and thinking patterns will develop, so that the knowledge you gain will get better. This difference is because in this study the researchers categorized respondents into one age classification (adults) so that the respondents in this study had a homogeneous age, therefore from the research results it was found that there was no significant relationship between age and level of knowledge.

##### Parental education and knowledge

The higher a person's knowledge will influence a person's ability to search for information, including information about children's sexual education. There is a significant relationship between education and the level of parental knowledge regarding early sexual education in children. This is in accordance with the theory presented by Mubarok (2012) which states that it cannot be denied that the higher a person's education, the easier it is for them to receive information, and ultimately the more knowledge they will have. On the other hand, if someone has a low level of education, it will hinder the development of that person's attitude towards receiving newly introduced information and values. However, the results of the research above are different from previous research conducted by Anisah (2009) in Cianjur, West Java which stated that there was no significant

relationship between education and the level of parents' knowledge of education, namely with  $p\text{-value} = 0.717$ . The difference between the results of the research conducted and the results of Anisah's (2009) research is because other researchers conducted research in rural areas where most of the people had low education so their knowledge of sexual education was still very minimal (Anggraeni, 2017). Based on the results of statistical tests, a  $p\text{-value}$  of 0.186 was obtained, meaning that there was no relationship between employment and the level of parental knowledge regarding early sexual education for children. The results of this study are supported by previous research conducted by Anisah (2009) which stated that there was no relationship between employment and the level of knowledge of sex education  $P=0.35$ . Education is often linked to a person's knowledge, but in terms of parenting, especially sexual education, it is a different matter. A person's knowledge about sexual education for children will influence how that person will provide sexual education for their children. Knowledge about how to provide appropriate sexual education to children will have an impact on the implementation of sex education for children (Indah, 2020).

#### **Employment and Family Income**

Work will be related to a person's knowledge, because people who work will interact with various people. This interaction led to the exchange of information, including about parenting and educating children about sexuality. The knowledge of someone who works will be better than the knowledge of someone who doesn't work. This is because the theory above discusses general knowledge/insight, not specific knowledge that discusses early sexual education for children. Someone who is highly educated does not necessarily know about early sexual education material for children (Anugraheni, 2012).

#### **Experience**

Based on the results of the factor analysis test, a  $p\text{-value}$  of 0.57 was obtained, meaning that there was no relationship between parental experience and the implementation of sexual education for children. The results of this research are supported by previous research conducted by Putri (2012) which stated that there was no significant relationship between experience and the level of parental knowledge with  $p\text{-value} = 0.201$ . Meanwhile, other research also states the same thing with a value of  $P = 0.153$  ( $P > 0.05$ ) (Anisah, 2009). This is not in accordance with the theory presented by Ali and Asrori (2008) which states that the experience of sexual education in previous family life (childhood/adolescence) is an intervention carried out by parents in forming individual knowledge. In this study, most of the respondents were highly educated and lived in big cities so they could more easily access information regarding sexual education for children from both print and electronic media. So the experience of providing sexual education as a child did not contribute significantly to increasing respondents' knowledge (Indriana, 2022).

#### **Social value**

Based on the results of the analysis test, a  $p\text{-value}$  of 0.001 was obtained, meaning that there is a relationship between social values and the level of parental knowledge regarding early sexual education for children. The results of this research are in line with research conducted by Meyda (2010) in Malang which stated that there was a significant relationship between socio-cultural values and the level of knowledge with  $p\text{-value} = 0.03$ . This is also in accordance with the theory presented by Rahman (2013) which states that the views or values held in society regarding sex education are still very narrow. Most parents still consider talking about sex education to be taboo and inappropriate to give to their children. Parents only focus on the formal education their children undergo. The cultural

background of parents influences what values will be passed on to children in the family through the parenting style applied. Eastern culture identifies sexual matters as taboo which can prevent parents from implementing sexual education for children and adolescents (Anisah, 2009). The research above was conducted in the Jakarta area (a big city) where the respondents (parents) came from various ethnic groups (heterogeneous) in Indonesia so they had different values/views regarding sexual education for children. Based on the results of the Chi Square test, a p-value of 0.004 was obtained, meaning that there was a relationship between exposure to information and the level of parental knowledge regarding early sexual education for children. The results of this research are supported by research conducted by Putri (2012) which stated that there was a relationship

## 6. REFFERANCES

- Abduh, M., & Wulandari, M. D. (2018). Model Pendidikan Seks Pada Anak Sekolah Dasar Berbasis Teori Perkembangan Anak. *Inar The Progressive and Fun Education Seminar MODEL, January*, 403–411.
- Abidin, A. A. (2018). Perilaku penyimpangan seksual dan upaya pencegahannya di kabupaten jombang. *Prosiding Seminar Nasional & Temu Ilmiah Jaringan Peneliti*, 545–563. <http://ejurnal.iaida.ac.id>
- Ali dan Asrori. (2008). *Psikologi Remaja: Perkembangan Peserta Didik*. PT Bumi Aksara: Jakarta
- Anisah, Ani. (2009). Faktor-faktor Yang Berhubungan Dengan Pengetahuan dan Sikap Orang Tua Terhadap Pendidikan Seksual di Kampung Parabon RW 03 Desa Ciloto Kabupaten Ciganjur. Skripsi: Depok.
- Agustina, dkk. (2018). *Analisis Tindakan Kekerasan Seksual Pada Anak Sekolah Dasar*. *Jurnal Kajian Teori Dan Praktik Kependidikan*, 3(2), 151–155.3, 151–155.
- Anggraeni, L. (2017). Faktor-Faktor Yang Berhubungan dengan Tingkat Pengetahuan Orang Tua terhadap Pendidikan Seksual pada Anak Usia Dini di Sekolah Dasar Kartika VIII-5 Jakarta Selatan Tahun 2014. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(2), 23–28. <https://doi.org/10.29313/ga.v1i2.3383>
- Anugraheni, E. (2012). Hubungan Pengetahuan dan Sikap Orang Tua Tentang Pendidikan Seks dengan Tindakan Orang tua dalam pemberian Pendidikan Seks pada Remaja (Studi di Kecamatan Summersari Kabupaten Jember). *Artikel Ilmiah Hasil Penelitian Mahasiswa*, 44(8), 1689–1699.
- Indah, A. S. (2020). Peran Orangtua Dalam Pendidikan Seks Sejak Dini Pada Anak Usia 5-6 Tahun Di Tk ABA Piyungan. *Wahana*, 72(2), 118–125.
- Indriana, N. P. R. K. (2022). Hubungan Umur, Pekerjaan, Pendidikan dan Pendapatan terhadap Perilaku Orang Tua dalam Pemantauan Tumbuh Kembang Bayi Usia 0-1 Tahun pada Masa Pandemi Covid-19. *Malahayati Nursing Journal*, 4(8), 2097–2107. <https://doi.org/10.33024/mnj.v4i8.716>

## 5. CONCLUTION

Factors related to the implementation of parental sex education for elementary school children in the district. Mojoanyar, the first factor is parents' education and age, the second factor is parents' knowledge, and the third factor is parents' experience.

- Chomaria, Nurul. (2012). Pendidikan Seks Untuk Anak. Penerbit Aqwam: Solo.
- Inpres no.5. (2014). In *Inpres no. 5 Tahun 2014* (Vol. 85, Issue 1).
- Lasari, Rizma. F. (2012). Pendidikan Seks Untuk Anak Sekolah Dasar. Artikel: Jakarta.
- Meyda, Dwindi. (2010). Hubungan Antara Tingkat Pengetahuan Ibu Tentang Perkembangan Psikoseksual Anak Dengan Pendidikan Seks Usia Dini Terhadap Anak Usia Prasekolah (4-6 tahun) di TK Cempaka Kelurahan Ketawanggede Kota Malang. Skripsi: Depok.
- Mubarok, Wahit. I. (2012). Promosi Kesehatan Untuk Kebidanan. Salemba Medika: Jakarta.
- Nugraha, Boyke. (2009). Bicara Seks Bersama Anak. Pustaka Angrek: Yogyakarta.
- Oktaufik, Raman. S. (2010). Pentingnya Pendidikan Seks Pada Anak. Artikel: Jakarta.
- Puspitosari, Widyawati. (2015). Peran Orang Tua Dalam Pendidikan Seks Pada Remaja. Universitas Muhammadiyah Jakarta.
- Putri, Imanda. K. (2012). Faktor-faktor yang Berhubungan Dengan Perilaku Pemberian Pendidikan Seks Untuk Anak Oleh Orang Tua Siswa Madrasah Ibtidaiyah Hayatul Islamiyah. Skripsi: Depok.
- Qudsy, Hasan. (2012). Ketika Anak Bertanya Tentang Seks. Tinta Medina: Solo.
- Roqib, Muhammad. Pendidikan Seks untuk anak usia dini. *Insania* Vol. 13 No 2 MeiAgustus 2008
- Skripsiadi, Erwin. (2005). Pendidikan dasar seks untuk anak sebagai panduan diskusi dalam keluarga. *Curiosita*: Yogyakarta.
- Solikhati, Anisa. (2012). Jenis-jenis Pengetahuan. Artikel: Surabaya.
- Sugiasih, Inhasuti. (2005). Need Assessment mengenai pemberian pendidikan seksual yang dilakukan ibu untuk anak usia 3-5 tahun. *Proyeksi* Vol 6 No.1
- Sujarwati, S., Yugistyowati, A., & Haryani, K. (2016). Peran Orang Tua dan Sumber Informasi dalam Pendidikan Seks dengan Perilaku Seksual Remaja pada Masa Pubertas di SMAN 1 Turi. *Jurnal Ners Dan Kebidanan Indonesia*, 2(3), 112. [https://doi.org/10.21927/jnki.2014.2\(3\).112-116](https://doi.org/10.21927/jnki.2014.2(3).112-116)