



ELEMENTARY/MIDDLE SCHOOL TEACHERS' UNDERSTANDING OF SEX EDUCATION BASED ON LIVING VALUE EDUCATION (LVE) IN YOGYAKARTA

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Abstract

Teachers' understanding of sex education and its implementation in learning is very important for primary school students. Teachers should know about the knowledge and attitude towards what sex education is and how it is implemented. The purpose of this study was to reveal teachers' knowledge about sex education based on Living Value Education (LVE) and implement it in learning sex education. This research method is descriptive survey type for exploratory or exploratory purposes. The data collection technique uses a questionnaire in the form of a google form. The questionnaire in this case includes teachers' understanding of LVE-based sex education in accordance with the validated grids. The population of this study included all primary school level teachers in DIY Province. The sample technique selected using Purposive sampling. The research subjects who constituted the research sample were 248 teachers consisting of class teachers, subject teachers, and co-curricular teachers of elementary schools and madrasah ibtidaiyah from 51 schools/madrasas in 4 districts and 1 city, namely Sleman Regency, Kulon Progo Regency, Bantul Regency, Gunung Kidul Regency, and Yogyakarta City. Data analysis used descriptive statistics which were then converted into 4 categories. The results of the average number of scores (X) amounted to 130.64, which is in category B (Good). This means that the teacher's ability to understand LVE-based sex education is good and has the awareness to implement it.

Keywords: Sex Education, Living Value Education, Elementary Students

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INTRODUCTION

The rise of sexual abuse today is due to the spectacle of indecent movies and videos that are widely distributed and easily accessible to everyone. Watching romantic movies, either available on YouTube or encountered in game advertisements being played, reading romantic material, either in novels or comics, and listening to romantic radio programs can contribute to students' attitudes toward their sexual activities (Fentahun et al., 2012). This cannot be separated from the role of the Internet in everyday life.

The Internet of Things (IoT), or the term Internet for everything, has become a part of life today. A lifestyle that depends on the Internet so that people make the Internet an activity in their lives (K. Habib, E. E. T. Kai, M. H. M. Saad, A. Hussain, 2021) such as buying goods, searching for news / information and entertainment (playing games, reading novels, watching movies and so on). Even the Internet can be accessed by anyone at any time, making it easier for users.

The lack of understanding of character education among children will lead to a moral crisis. This is reflected in criminal cases committed by children such as rape, pornography, sexual harassment, promiscuity, and other cases of sexual deviance (Putri et al., 2022). Various sexual deviant behaviors show that Indonesia is experiencing moral decadence. Sexual deviant behavior committed by children is caused by their lack of knowledge and understanding of sex education. Sex education is very important for all groups, including elementary school children. Sex education in elementary schools is necessary to provide knowledge and prevent sexual harassment (Wajdi & Arif, 2021). Knowledge about sex education can prevent children from trying things they should not do yet. Based on previous research, the understanding of sex education and sexual attitudes/behaviors among adolescents in middle and high school in Yogyakarta, their knowledge is in the medium average category (Salirawati et al., 2015). The results of this study can be a reference for education policymakers to see the importance of sex education services provided to students since elementary school age in DIY, with the aim of preventing sexually deviant behavior.

Previous research conducted in Yogyakarta showed that 83% of teachers thought it was important to provide sex education to students, but not all teachers did so (Tsuda et al., 2017) Furthermore, a study conducted in Bantul Regency showed that sex education had an impact on students' attitudes before and after knowing (Widyaningrum & Siwi, 2018). This shows that sex education needs to be taught to primary school students, and how to find out teachers' knowledge of sex education and its learning.

Teachers' understanding of sex education needs to be developed, so that they can communicate the importance of sex education to students. Not only teachers' understanding, but also their delivery to students, so that teachers and students are sex education literate and can avoid sexual harassment. The Pancasila Student Profile Strengthening Project (P5) has been

included in the school curriculum. However, has it been implemented correctly and is the teacher's knowledge of sex education in line with the theory? The implementation of an understanding of sexuality education integrated with LVEP must also be supported by other stakeholders such as agencies authorized to develop teachers' understanding, parents, and other customary stakeholders (Putri et al., 2022).

The current independent curriculum aims to develop the Pancasila learner profile of students. The Pancasila learner profile directs the development of six dimensions as a whole and as a whole, namely 1) faith, devotion to God Almighty, and noble character; 2) global diversity; 3) mutual cooperation; 4) independence; 5) critical thinking; and 6) creativity. The profile of Pancasila students provides a strong foundation for the development of sex education services for students in classroom learning through character education. (Inayati, 2022). One of the topics in (P5) is sex education. Students research and discuss issues related to well-being, bullying and try to find solutions. They also examine issues related to physical and mental health and well-being, including drug issues, pornography, and reproductive health (Direktorat KSKK, 2022)(Kemenkes RI, 2009). However, do teachers, students, parents, and policy makers currently know the knowledge and attitudes about what sex education is and how it is implemented in P5?

Sexuality education aims to guide and nurture every boy and girl in terms of sexual intercourse in general and sexual life in particular and the placement of moral and interdisciplinary content (Dewiani et al., 2020)(Moulin-Stozek, 2021). Early sexuality education is a way to prevent sexual violence and abuse among children.

The profile of Pancasila students provides a strong foundation for the development of sex education services to achieve national education goals. Sex education plays an important role in human resource development and character building of the nation's children. LVEP is an educational program that provides value activities to help children explore and develop twelve universal values (Tillman D, 2004). Based on previous research, the application of LVEP in learning can increase the understanding of anti-radicalism (Apriani, A. N., Sari, I. P., & Suwandi, 2017) and strengthen the character of nationalism (A. N. Apriani, 2019) (Sari & Apriani, 2020).

LVEP is an educational program that provides value activities for students to explore and develop twelve universal values: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity, so that these values become habitual in personal life and in the wider community and make these values part of their lives (Tillman D, 2004). In learning through LVEP, students are invited to reflect, imagine, dialogue, communicate, create, write and play through the values taught (Sari & Apriani, 2020). LVEP as one of the innovative learning models that make a positive contribution to strengthening character in accordance with the government discourse in the PPK program, which aims to

form a golden generation of Indonesia that has culture in accordance with values (A.-N. Apriani et al., 2021)(Badriah, 2021). The form of LVEP integration in sex education materials is presented in Table 1.

Table 1: Integration of LVEP in Sex Education Materials

No	Sex Education Materials for School	Integration of LVEP	Activities in Daily Life
1	Defecation (BAB)	Value of Love	Loving oneself by keeping oneself from dirty things
2	Urinating (BAK)	Value of Love	Loving oneself by keeping oneself from dirty things
3	Parts that can and should not be touched by others	Value of Love	Love yourself by saying no if someone else dares to touch our body parts such as the chest, buttocks, genitals, etc.
4	Who can and who can't touch our bodies	Value of Love	Self-love values by allowing certain people to touch our bodies such as mothers and doctors.
5	What to do when someone else touches our body parts	Value of Honesty	If someone touches our body parts, we must tell our teachers and parents at home.
6	What to report to whom	Value of Honesty	Value If someone touches our body parts, we must report to our teachers and parents at home.
7	Menstruation	Value of Love	Loving yourself by keeping yourself from dirty things
8	Menstruation	Value of Honesty	If you have menstruation, tell your parents about it so they can help you.
9	Wet Dreams	Value of Love	Loving yourself by keeping yourself from dirty things

Sex education has an important role in the development of human resources and character building of the nation's children. Therefore, sex education currently requires a breakthrough that is loaded with character values as a strengthening of the Pancasila student profile. Thus, sex education is based on the Living Values Education Program (LVEP). LVEP is an educational program that offers value activities to help children explore and develop twelve universal values.

Based on this description of the indicators of LVEP Integration in Sex Education Material that should be owned by the teacher. Furthermore, the teacher conveys to students in order to form a good positive character. However, how do teachers understand character education that is integrated with sex education? This needs to be researched using a questionnaire.

Table 2. Questionnaire Grid for Teachers' Understanding of LVEP-Based Sex Education

No	Dimension	Aspect	Indicator
1	Sex education knowledge	Awareness of the importance of sex education knowledge	Importance of sex education for elementary school students
			Sex education material for elementary school students
2		Urination (BAK)	Knowing how to defecate in the right place
			Knowing the correct way to clean yourself after urinating (BAK)
3		Defecation	Knowing the correct way to clean up after defecation
4		Parts that can and can't	Knowing the parts of our body that can be touched by others on boys and on girls
			Knowing the parts of our body that others should not touch in boys and girls.
5		Who can and cannot touch	Knowing who is allowed to touch our bodies
			Knowing that it is not okay for just anyone to touch our body parts
6		Who to report to if someone is going to commit sexual violence against us	Knowing the correct action if someone deliberately touches our body
7		Knowing the Act of Harassment (Disrespectful)	Knowing the forms of behavior that reflect sexual harassment
8		Reproductive organs, menstruation, and wet dreams	Introduction to reproductive organs in students with real names
			Introduction Menstruation and wet dreams Wet
9	Implementation of Sex Education	Teaching Sex Education	Delivery of sex education materials to elementary school students
		Use of Social Media and entertainment	Social Media Supervision
		Service	Sex education service for elementary school students

METHODS

This research method is a descriptive survey type for exploratory or investigative purposes. Survey research is research in which data is collected through self-reporting, that is, the parties under study are asked to report data about the things under study that exist in themselves. Therefore, in survey research, the subject is called the respondent. The data reported by the respondents is collected by filling out a questionnaire (Subali, 2011). This is because there is no hypothesis on the problems to be solved through the survey. The data collection technique uses a questionnaire in the form of a google form at the link <https://forms.gle/YDm9hQyVgbifoDg26>. the instrument used in data collection is a questioner in the form of a google form. The questionnaire in this case includes the teacher's understanding of LVEP-based sex education in accordance with the grids of Table 2.

Questioner answer options are strongly disagree, disagree, agree, and strongly agree. Based on these choices, the assessment score is 1, 2, 3, and 4. Questioners are used to measure the knowledge of teachers of both elementary schools and madrasah ibtidaiyah in the Yogyakarta area.

The population of this study is teachers at the primary school level and madrasah ibtidaiyah both public and private in DIY Province. The sample used is purposive sampling, namely the sample selected by the researcher (Sugiyono, 2017)(Astuti, 2021)(Cohen et al., 2020). This is because researchers use schools and madrasahs that have established a cooperative relationship (MoA) with the PGSD and PGMI Study Programs at Alma Ata University. The samples selected as research subjects were 248 teachers consisting of class teachers, subject teachers, and co-curricular teachers of elementary schools and madrasah ibtidaiyah from 51 schools/madrasahs in 4 districts and 1 city, namely Sleman Regency, Kulon Progo Regency, Bantul Regency, Gunung Kidul Regency, and Yogyakarta City.

Data analysis uses descriptive statistics due to monovariate research (research without independent variables), namely data collection which is then processed by summation, averaging and presented in tabular form so as to provide information about facts in the field (Sugiyono, 2017). In this study, the data obtained were the results of teacher understanding with details of each indicator of LVEP-based sex education. The questionnaire analysis uses a scale of 4 then the data obtained is converted into a four value scale (Djemari Mardhapi, 2008).

RESULTS AND DISCUSSION

Data were collected using a questionnaire instrument consisting of positive and negative statements that were previously validated by experts in sexuality education, namely Dr. Laifa Rahmawati, M.Pd, a lecturer in the Science Education Study Program at Yogyakarta State University, and LVEP experts, namely Intan Kusumawardani, M.Pd, who follows the field of LVE. Suggestions and criticism in terms of material and language are a reference in improving

the questionnaire. After that, the questionnaire was empirically validated with Aiken so that the results obtained that of the 40 statements 38 were valid with a high category and 2 were valid with a medium category.

The questionnaire on the level of understanding of LVE-based sex education was completed by 248 teachers consisting of classroom teachers, subject teachers, and co-curricular teachers of elementary schools and madrasah ibtidaiyah from 51 schools/madrasahs in 4 regencies and 1 city, namely Sleman Regency, Kulon Progo Regency, Bantul Regency, Gunung Kidul Regency, and Yogyakarta City through Google form so that respondents could complete the questionnaire anytime and anywhere.

The results obtained from the teachers' understanding were then statistically analyzed, and the average number of scores (X) was 130.64. Conversion of scores into four scale values, it gets category B (Good).

Table 3. Results of statistical analysis of teachers' responses

Aspect	Total Score (X)	Average	Category
Total	130,64	3,265	B
Knowledge	118,97	3,3	B
Implementation	11,66	2,9	B

The total score obtained in the good category as well as knowledge and implementation are also in the good category. This means that the teacher's ability to understand LVE-based sexuality education is good and has the awareness to implement it.

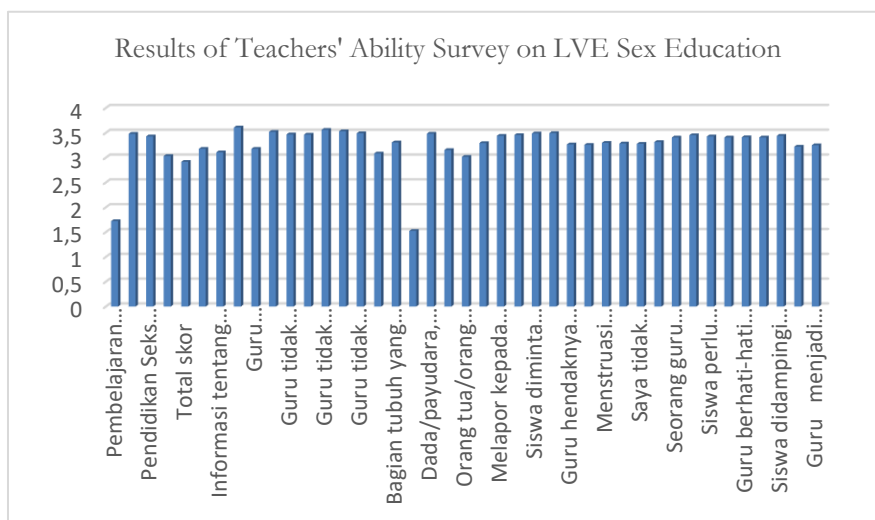


Figure 1. Teachers' ability to LVE sex education

Based on the results of the knowledge survey in the good category, teachers' understanding of sex education and LVE is adequate (Dian Pangestuti, Okto Wijayanti, 2021),

but there are still many teachers who understand that the part of the student's body that can be touched by others is the thigh. The thigh is a part of the body that should not be touched because it is covered by underwear. The only parts that can be touched are the head, hands, and feet, while the thigh is the upper leg that is covered by clothing (Khoirunnisa et al., 2021). The parts that should not be touched are the neck, chest, back, abdomen, external genital area, thighs, and forearms (Ellya Rakhmawati et al., 2023) (Santi Wahyuni, 2024) (Kasmini et al., 2016). This shows that most teachers were not able to identify which parts of the body can be touched and which parts should not be touched. The parts that can and should not be touched are still confusing to teachers because one organ is close to another. In the thigh organ, there are reproductive organs or close to organs that should not be touched.

Teachers also understand how to teach the cleaning of genitals such as after urination and defecation in accordance with religious teachings and LVE (Oktarina & Suryadilaga, 2020), besides that it can also distinguish that sex education is not only about sexual intercourse but about knowledge of reproductive and non-reproductive organs (Ellya Rakhmawati et al., 2023) (Elina et al., 2023).

The implementation of sex education by teachers believes that sex education learning does not need to involve parents/guardians of students, so it only involves teachers and experts in the field. This is not in line with the theory that sex learning should involve all stakeholders namely teachers, principals, parents/guardians and experts in the field (Rahayu, 2019). If only teachers are involved, the results will not be optimal, the role of parents at home is very influential on children's behavior and how to apply the knowledge that has been obtained at school (Fentahun et al., 2012) (World Health Organization, 2023). Teachers also understand about its integration with LVE such as loving cleanliness and respecting others (A.-N. Apriani et al., 2021) (Sari & Apriani, 2020) (Rozaki & Apriani, 2021).

The understanding of sexuality education integrated with LVE was understood by SD/MI teachers. This is evidenced by the survey conducted on a sample of teachers. Although the implementation and knowledge of the teachers is in the good category, it would be even better if it is in the excellent category, which means that the teachers have knowledge and can implement LVE-based sex education to their students in each school. As well as inviting parents/guardians of students to participate in the implementation of the program.

CONCLUSION

Based on the survey results obtained from 248 teachers in DIY Province, the average score (X) was 130.64. The scores into four scale values then get category B (Good). The total score obtained in the good category as well as the knowledge and implementation are also in the good category. This means that the ability of the teacher to understand the understanding of sex education integrated with LVE has been understood by the SD / MI teachers. LVE-

based sex education is good and has the awareness to implement it. As well as inviting parents/guardians of students to participate in the implementation of the program. This research is only limited to reveal the knowledge of teachers sex education at the elementary school level, in further research it is better to develop LVE-based sex education media for students to more easily understand sex education.

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