



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 4 Tahun 2024 Page 8824-8834

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Parents' Perceptions of Sex Education for Early Childhood in Preventing Child Abuse

La Jeti<sup>1✉</sup>, Tarno<sup>2</sup>, Aris Susanto<sup>3</sup>, Titi Rachmi<sup>4</sup>, Maimuna<sup>5</sup>

(1) Pendidikan Anak Usia Dini, Universitas Muhammadiyah Buton

(2) Pendidikan Sekolah Dasar, Universitas Muhammadiyah Buton

(3) Pendidikan Sekolah Dasar, STKIP Pelita Nusantara Buton

(4) Pendidikan Anak Usia Dini, Universitas Muhammadiyah Tangerang

(5) Pendidikan Anak Usia Dini, Universitas Muhammadiyah Buton

Email: [Lajeti469@gmail.com](mailto:Lajeti469@gmail.com)<sup>✉</sup>

### Abstrak

Banyaknya fenomena penyimpangan seksual yang terjadi saat ini menunjukkan akibat dari kurangnya pendidikan seks yang benar, antara lain adalah maraknya pelecehan seksual pada anak usia dini. Sayangnya hal tersebut tidak disadari oleh anak yang bersangkutan dan juga oleh orang-orang disekitarnya. Pengertian pendidikan seks adalah memberikan informasi tentang seks dengan tujuan mengurangi risiko perilaku seksual negatif. Namun istilah ini masih asing di sebagian kelompok masyarakat, sehingga para orang tua ragu untuk mengajarkan anaknya tentang seks. Meskipun hal ini telah dilakukan di situs lain namun hanya menggambarkan persepsi orang tua dalam kewarganegaraan. Penelitian ini bertujuan untuk menggali persepsi orang tua terhadap pendidikan seks yang diberikan pada anak sejak dini. Dilakukan di Desa Labuan Diri Siontapina Kabupaten Buton, penelitian ini menggunakan pendekatan fenomenologi dan melibatkan 5 orang orang tua (ibu) sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa orang tua menganggap pendidikan seks sebagai topik yang tabu, vulgar dan tidak pantas untuk disampaikan kepada anak sehingga cenderung menghindarinya.

Kata Kunci : *Orang Tua, Pendidikan, Anak Usia Dini*

## Abstract

Many phenomena sexual deviation that occurred today has shown the consequences of lack correct sex education, among others namely the prevalence of sexual harassment in early childhood. Unfortunately that is the child concerned is not aware of it and also by the people around him. The definition of sex education is providing information about sex with the aim of reducing the risk of negative sexual behavior. However, this term is still unfamiliar to some groups of society, so parents are hesitant to teach their children about sex. Although this has been conducted in other sites but just described the parent's perception in citizenship. This research aims to explore parents' perceptions of sex education given to children from an early age. Conducted in Labuan Diri Siontapina Village, Buton Regency, this research used a phenomenological approach and involved 5 parents (mothers) as research subjects. The results show that parents consider sex education to be a taboo, vulgar and inappropriate topic to convey to their children, so they tend to avoid it.

*Keywords: Parent, Education, Early Childhood*

## INTRODUCTION

The role of parents in educating children so that children could grow well and be ready to face adolescence full of changes. Although a hope, desire, and the intentions of parents have been considered so noble and noble for their child (of course from the parents' perspective), but not it is wise if the methods and processes used are urgent

The parent's obsession with the child is not forced democratic. (Santrock et al., 2014) Sex education is information about human sexuality issues that is clear and correct. If a child does not receive proper sex education, it is likely that the child will receive it from other people such as their peers, where perhaps the information they receive themselves is wrong and not true at all. Even with false and incorrect information, naive children are likely to become victims of abuse.

Parents must give sex education to their children as early as possible. Sex education is not something that only teaches children how to have sexual relations between men and women. However, sex education makes children aware of their gender so that children are able to look after and protect themselves. The important thing is to understand children about the body, their bodies and their functions. A research result shows that sex education is very important for parents to know, conditions in society assume that sex education is not the main thing. (Novrinda et al., 2017). Parents never provide knowledge to children about sexual education because they think that sexual education is taboo and contradictory (Minto et al., 2016) said that the violence that occurred against children consisted of 1,111 physical violence, 979 psychological violence, 2,556 sexual violence, 68 exploitation, 73 criminal acts of human trafficking, and 346

neglect. From the data above, the most common crime experienced by children is sexual violence, low awareness of parents in providing protection to children, is one of the factors causing the increase in cases of sexual deviation, such as Gatra sexual abuse (Haditono, 1981) In Indonesia, many children do not receive correct and sufficient sex education. Children actually get information about sex from peers, the internet and magazines. Even though the source of this information is not necessarily correct and can be accounted for by The problem of sexual crimes that befell children is because they do not have the knowledge that can enable children to anticipate various possibilities of sexual mistreatment. Without adequate knowledge, children can easily be made victims by irresponsible individuals, which is why proper sex education is needed for children from an early age.

The rise in cases of sexual violence occurring in early childhood is very worrying and is considered abnormal. From year to year the number of cases increases. The perpetrators of this crime were the closest people, the family of the victim. (Istiqomah et al., 2019) 68 percent of the perpetrators of sexual violence were committed by people known to the child, including 34 percent by their own biological parents. This is clear evidence of children's lack of knowledge about sex education which should be obtained from parents from an early age. This is also a result of society's lack of understanding or lack of realization of the importance of the issue of "sex" in people's lives (Morrison et al., 2009).

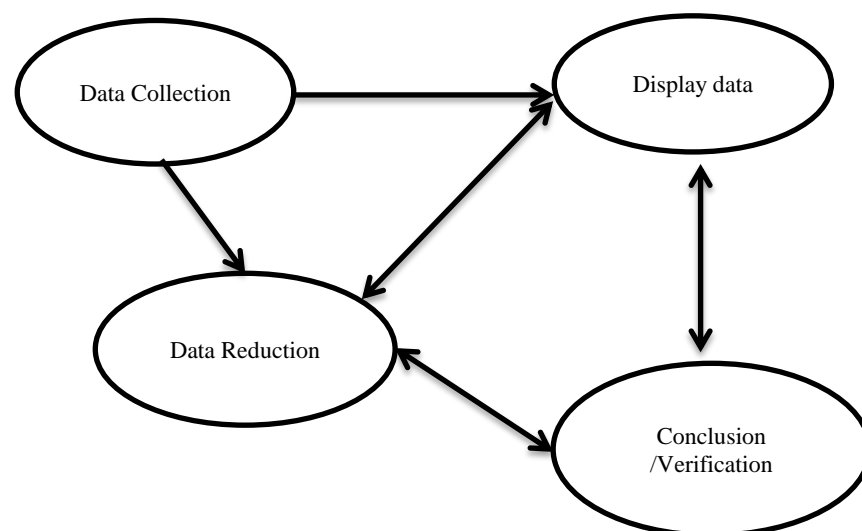
Parents of students there are still many parents who think that talking about sex or sex education is very taboo. The role of parents in their children's sex education is still considered a taboo subject and is something they are embarrassed to discuss with their children. Parents are still confused and don't really understand about early sex education and if it is given to children at an early age it is still not appropriate because their age is still considered children. They assume that knowledge about this will be gained as they get older, such as when they are teenagers or during puberty. What parents think when they hear the sentence sex education at an early age is teaching children to have sex. This is what results in misunderstandings about sex education and the wrong and undirected search for sex information, many children are less prepared to face the lives of teenagers who are healthy, responsible and have good morals.

From the discussion above, it can be concluded that the role of parents is very important in providing education, especially sex education for early childhood. Therefore, parental guidance, supervision and example are very important for children's development to obtain optimal development to achieve their expected educational goals. Such is the

importance of the role of parents in early childhood sex education, so researchers are interested in knowing the role of parents in providing sex education to early childhood.

## METHOD RESEARCH

This research was conducted using the phenomenological method for gain an understanding of parents' views on providing education sex with children. The phenomenological approach was chosen to make things easier reveal the meaning of sex education raised by the subject. Therefore The focus of this research is about The meaning of sex education for parents presented through parental involvement in providing sex education to children and forms of sex education which has been given to you so farchild. The subjects in this study were selected based on the researcher's considerations, use gain specific understanding about research problems and phenomena related to research. This research involving 5 mothers who have parenting experience. The reason for choosing the subject is because Mother is the first educator provide education to children before the child receives education from other people, so it's important to know their parenting patterns deeply provide sex education to children. Data collection was carried out by researchers by approaching community, field surveys and for obtain a valid data picture about the state of the subject's environment, the researcher live in one of the houses residents for one week. During the period At that time the researcher conducted interviews and observations of the subject study. Interviews were conducted with the subject's agreement with the choice of place and time is also based on subject's willingness.



Picture 1. Data Analyze Miles and Huberman

## RESULT AND DISCUSSION

Based on research, parents consider that sex education is not important and is urgently given to children from an early age. Sex education is a term that is rarely encountered among society, especially village communities. Lack of access to information is one of the factors that makes sex education unknown to the public. This is as stated by the subject of the that so far there has never been any counseling about sex education in Labuan Diri Village. Parents assume that sex education will trigger children to find out about things related to sexuality, because children have a high sense of curiosity and inquisitiveness, so parents feel worried if children imitate sexual behavior.

Based on data found in the field state that parents never receive teaching about matters relating to sex from their parents, Some parents understand this independently when they are married, so the knowledge they get about sex is only limited to sexual relations between men and women. To make it easier to understand parents' perceptions of sex education in Labuan Diri Village, Siontapina, Buton Regency explains how parents' perceptions of sex education are formed. According (Bah, 2022) there are several factors that influence parents' perceptions, namely the general perception of society which considers sex to be taboo and inappropriate to be discussed in general, the experience of parents who have never received teaching about sex before and the lack of information about sex education. These three factors form a wrong understanding of the true meaning of sex education. The understanding of the term sex education as a taboo subject is influenced by the meaning of the term 'sex' which is defined as bodily relations between husband and wife. Parents tend to think that sex education provides information about taboo subjects, such as sexual relations and matters related to the genitals. This assumption forms parents' perception that sex education is too vulgar and inappropriate when conveyed to children. According to parents, sex education can trigger children to know and find out about things related to sex, so it is feared that children will imitate negative sexual behavior. Therefore, parents are of the opinion that currently their children do not need an explanation about sex, they would find out on their own when they grow up.

The results of study conducted (Wismayanti et al., 2019) show that there is a relationship between parents' perceptions of the behavior of providing sex education to children. A role is a set of behaviors that are expected from a person in certain social situations. The role of a parent is someone who is considered an important member of the family who has the responsibility to educate, care for and guide their children to reach certain stages (Aiffah & Religia, 2020) This is research showed that there is a very

significant relationship between the role of parents in providing sex education to children. Children's lack of understanding about sexual harassment and violence means that children remain silent and do not tell their parents when they experience this. Therefore, discussion, guidance and direction related to sex are very important during a child's sexual development period (Hurlock, 1978)

Preventive efforts to protect children from sexual violence include providing sex education from an early age. Children are expected to know the limits of what bodies can and cannot be touched by other people (Choudhry et al., 2018). Those responsible for teaching sex education at an early age are parents, while schools are only a complement in providing information to children. The role of parents, especially mothers, is very strategic in introducing sex education from an early age to their children. Parents are expected to have an important role in providing understanding about sexual education to children according to the child's developmental stages. Sex education referred to here starts from introducing children to self-identity starting from understanding gender, getting to know their body parts, and being able to name body characteristics. Methods that can be used to introduce the body and body characteristics include pictures or posters, songs and games that can be played at home. By teaching sex education to children, it is hoped that it can prevent children from the negative risks of sexual behavior and deviant behavior. Parents must give sex education to their children as early as possible, starting when the child (McElvaney et al., 2020).

This research shows that sex education is still considered a taboo subject by parents, especially mothers. The lack of information about sex education causes confusion in the meaning of the term. According to (Skoufias & Vinha, 2021), confusion about the true meaning of sex education causes people to have negative perceptions about sex education. Society tends to equate the meaning of sex education with the term sex itself. (Rumble et al., 2020) said that there are several factors that influence parents' perceptions of sex education, one of which is the general perception of society. (Skoufias & Vinha, 2021) also said that in some communities sex education is seen as taboo and inappropriate to be discussed.

The people of Labuan Diri consider everything related to sex to be taboo and inappropriate to discuss in general. Therefore, people's attitudes tend to be closed to the topic of discussing sex. The growing taboo in society makes parents feel embarrassed and reluctant to discuss matters related to sex with their children. Children are not given sex education due to cultural reasons that consider sex education to be unimportant and

violate modesty customs (Rothman et al., 2020). This assumption also makes parents feel hesitant to provide sex education to children (Brooks, 1981).

Parents' experiences are also a factor that influences their perception of sex education. This is because each parent has a different background and experience regarding sex. (Bronfenbrenner, 1979) suggests that one way to obtain knowledge is based on experiences that have been experienced in the past. Another reason sex education is not appropriate when given to children is because children do not yet understand topics related to sexuality, so children do not need explanations about these topics. Parents have the assumption that children will figure it out on their own when they grow up.

Parents are the first school for children, because children first receive education from their parents, this makes parental involvement in providing sex education very important to carry out their function as children's first and main educators. (Rathus, 2006) Revealed that if parents are willing to discuss sex with their children, children tend to postpone premarital sexual behavior. (Simon et al., 2020) also explained that there is a significant positive relationship between mothers' knowledge about sex education and the implementation of sex education in children. (Papalia et al., 2007) Pexplains that sex education is education that aims to reduce potential risks due to negative sexual behavior. Some negative sexual behaviors are free sex, unwanted pregnancy, and early marriage. In reality, nowadays, preventing deviant sexual behavior is not enough just to provide education about religion, but requires more communicative and interactive teaching in conveying information related to sex to children. According to (Santrock et al., 2014), parents The need for parental involvement in providing sex education can reduce the risk of negative sexual behavior among children. This is because sex education provides an understanding of the boundaries of what can and cannot be done, so that children avoid actions that should not be carried out because of their ignorance (Russell et al., 2020).

Perception is important to research in sexual education, because perception determines one's perspective and attitude towards the world, in this case sexual education. Perception allows a person to interpret and categorize an object and then act on it into attitudes and behavior. In this context, the perception a mother has will determine the way the mother carries out her education. (Dekel et al., 2018) said that there are several factors that influence parents' attitudes in providing sex education to children, namely the general perception of society and social belief systems, religious factors, parents and educators. (Frost et al., 2020) also said that the patterns and forms of education provided by parents would differ from one another, this is because each person

gets information from their personal experience. Several countries also implement sex education with different forms and purposes. Sweden, for example, was the first sex education pioneer in Europe to implement sex education to support and prepare the young generation to be responsible for their lives, especially those related to sexuality (Prihidko & Kenny, 2021).

Empirical contribution of this research was 1) parents' understanding of sex education is very important to guide the child. 2) this research giving information to parents in village the important of sex education for children. 3)

## CONCLUSION

The explanation above shows that wrong interpretations about sex education are obtained from the environment. Most of the Labuan diri community considers sex education to be a negative thing so it is not appropriate to give it, especially to children. This negative perception is built because society lacks information about sex education, so the stimulus that parents get about sex education is taboo matters that are not appropriate to discuss with their children. Negative perceptions about sex education for children give rise to behavioral consequences of parents who refuse to provide sex education to children, so that parents tend to be less involved and supervise children. This risks increasing promiscuity, early marriage and unwanted pregnancies in Labuan Diri Siontapina Village, Buton Regency. This research hoped that village institutions will hold outreach programs about sex education to Parents and Communities.

## REFERECES

- Aiffah, G. I., & Religia, W. A. (2020). Child sexual abuse prevention program: Reference to the Indonesian government. *Jurnal Promkes*, 8(2), 238.
- Bah, Y. M. (2022). Combating child abuse in Indonesia: Achievements and challenges. *International Journal of Management (IJM)*, 13(3), 192–213.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Choudhry, V., Dayal, R., Pillai, D., Kalokhe, A. S., Beier, K., & Patel, V. (2018). Child sexual abuse in India: A systematic review. *PloS One*, 13(10), e0205086.
- Dekel, B., Abrahams, N., & Andipatin, M. (2018). Exploring adverse parent-child relationships from the perspective of convicted child murderers: A South African qualitative study. *PloS One*, 13(5), e0196772.

- Frost, R., Hyland, P., Shevlin, M., & Murphy, J. (2020). Distinguishing Complex PTSD from Borderline Personality Disorder among individuals with a history of sexual trauma: A latent class analysis. *European Journal of Trauma & Dissociation*, 4(1), 100080.
- Haditono, S. R. (1981). Prevention and treatment of child abuse and neglect among children under five years of age in Indonesia. *Child Abuse & Neglect*, 5(2), 97–101.
- Hurlock, E. B. (1978). *Child psychology*. Tokyo: McGraw-Hill Publishing Company, Ltd.
- Istiqomah, L. D., Jaya, N. S. P., & Aryadi, D. (2019). CRIMINAL THREATS FOR PERPETRATORS OF OMISSION IN CHILD ABUSE IN INDONESIA. *Jurnal Pembaharuan Hukum*, 6(3).
- McElvaney, R., Moore, K., O'Reilly, K., Turner, R., Walsh, B., & Guerin, S. (2020). Child sexual abuse disclosures: Does age make a difference? *Child Abuse & Neglect*, 99, 104121.
- Minto, K., Hornsey, M. J., Gillespie, N., Healy, K., & Jetten, J. (2016). A social identity approach to understanding responses to child sexual abuse allegations. *PLoS One*, 11(4), e0153205.
- Morrison, G., Woika, M. J., & Breffni, L. (2009). Early childhood education. *Ohio: Charles Merrill*.
- Novrinda, N., Kurniah, N., & Yulidesni, Y. (2017). Peran orangtua dalam pendidikan anak usia dini ditinjau dari latar belakang pendidikan. *Jurnal Ilmiah Potensia*, 2(1), 39–46.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development*. McGraw-Hill.
- Prikhidko, A., & Kenny, M. C. (2021). Examination of parents' attitudes toward and efforts to discuss child sexual abuse prevention with their children. *Children and Youth Services Review*, 121, 105810.
- Rathus, S. A. (2006). *Childhood and adolescence: Voyages in development*. Wadsworth/Thomson Learning.
- Rumble, L., Febrianto, R. F., Larasati, M. N., Hamilton, C., Mathews, B., & Dunne, M. P. (2020). Childhood sexual violence in Indonesia: A systematic review. *Trauma, Violence, & Abuse*, 21(2), 284–299.
- Russell, D., Higgins, D., & Posso, A. (2020). Preventing child sexual abuse: A systematic review of interventions and their efficacy in developing countries. *Child Abuse & Neglect*, 102, 104395.
- Santrock, J. W., Mondloch, C. J., & Mackenzie-Thompson, A. (2014). *Essentials of life-span development*.
- Simon, J., Luetzow, A., & Conte, J. R. (2020). Thirty years of the convention on the rights of the child: Developments in child sexual abuse and exploitation. *Child Abuse & Neglect*, 110, 104399.

- Skoufias, E., & Vinha, K. (2021). Child stature, maternal education, and early childhood development in Nigeria. *Plos One*, *16*(12), e0260937.
- Wismayanti, Y. F., O'Leary, P., Tilbury, C., & Tjoe, Y. (2019). Child sexual abuse in Indonesia: A systematic review of literature, law and policy. *Child Abuse & Neglect*, *95*, 104034.
- Aiffah, G. I., & Religia, W. A. (2020). Child sexual abuse prevention program: Reference to the Indonesian government. *Jurnal Promkes*, *8*(2), 238.
- Bah, Y. M. (2022). Combating child abuse in Indonesia: Achievements and challenges. *International Journal of Management (IJM)*, *13*(3), 192–213.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Choudhry, V., Dayal, R., Pillai, D., Kalokhe, A. S., Beier, K., & Patel, V. (2018). Child sexual abuse in India: A systematic review. *PloS One*, *13*(10), e0205086.
- Dekel, B., Abrahams, N., & Andipatin, M. (2018). Exploring adverse parent-child relationships from the perspective of convicted child murderers: A South African qualitative study. *PloS One*, *13*(5), e0196772.
- Frost, R., Hyland, P., Shevlin, M., & Murphy, J. (2020). Distinguishing Complex PTSD from Borderline Personality Disorder among individuals with a history of sexual trauma: A latent class analysis. *European Journal of Trauma & Dissociation*, *4*(1), 100080.
- Haditono, S. R. (1981). Prevention and treatment of child abuse and neglect among children under five years of age in Indonesia. *Child Abuse & Neglect*, *5*(2), 97–101.
- Hurlock, E. B. (1978). *Child psychology*. Tokyo: McGraw-Hill Publishing Company, Ltd.
- Istiqomah, L. D., Jaya, N. S. P., & Aryadi, D. (2019). CRIMINAL THREATS FOR PERPETRATORS OF OMISSION IN CHILD ABUSE IN INDONESIA. *Jurnal Pembaharuan Hukum*, *6*(3).
- McElvaney, R., Moore, K., O'Reilly, K., Turner, R., Walsh, B., & Guerin, S. (2020). Child sexual abuse disclosures: Does age make a difference? *Child Abuse & Neglect*, *99*, 104121.
- Minto, K., Hornsey, M. J., Gillespie, N., Healy, K., & Jetten, J. (2016). A social identity approach to understanding responses to child sexual abuse allegations. *PloS One*, *11*(4), e0153205.
- Morrison, G., Woika, M. J., & Breffni, L. (2009). Early childhood education. *Ohio: Charles Merrill*.
- Novrinda, N., Kurniah, N., & Yulidesni, Y. (2017). Peran orangtua dalam pendidikan anak usia dini ditinjau dari latar belakang pendidikan. *Jurnal Ilmiah Potensia*, *2*(1), 39–46.

- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development*. McGraw-Hill.
- Prikhidko, A., & Kenny, M. C. (2021). Examination of parents' attitudes toward and efforts to discuss child sexual abuse prevention with their children. *Children and Youth Services Review, 121*, 105810.
- Rathus, S. A. (2006). *Childhood and adolescence: Voyages in development*. Wadsworth/Thomson Learning.
- Rumble, L., Febrianto, R. F., Larasati, M. N., Hamilton, C., Mathews, B., & Dunne, M. P. (2020). Childhood sexual violence in Indonesia: A systematic review. *Trauma, Violence, & Abuse, 21*(2), 284–299.
- Russell, D., Higgins, D., & Posso, A. (2020). Preventing child sexual abuse: A systematic review of interventions and their efficacy in developing countries. *Child Abuse & Neglect, 102*, 104395.
- Santrock, J. W., Mondloch, C. J., & Mackenzie-Thompson, A. (2014). *Essentials of life-span development*.
- Simon, J., Luetzow, A., & Conte, J. R. (2020). Thirty years of the convention on the rights of the child: Developments in child sexual abuse and exploitation. *Child Abuse & Neglect, 110*, 104399.
- Skoufias, E., & Vinha, K. (2021). Child stature, maternal education, and early childhood development in Nigeria. *Plos One, 16*(12), e0260937.
- Wismayanti, Y. F., O'Leary, P., Tilbury, C., & Tjoe, Y. (2019). Child sexual abuse in Indonesia: A systematic review of literature, law and policy. *Child Abuse & Neglect, 95*, 104034.