

Analysis of Sex Education Needs in Elementary School Teacher Perception: A Case Study in Public Elementary School Lantan

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Abstract— Sex education is still a taboo topic to be discussed in children's lives. It is due to the lack of knowledge about sex education itself and the concern about the psychological readiness of children to receive sex education. Therefore, this study aims to analyze the need for sex education from the perception of elementary school teachers. Participants in the study involved four (4) voluntary teachers of the Lantan public elementary school in Lombok, West Nusa Tenggara. The study's design is a case study in which the data analysis uses Miles and Hubberman models such as data reduction, data display and conclusion drawing. Online interviews were applied to collect data. The study's finding is the definition of sex education according to the perception of elementary school teachers. Sex education does not teach about sex literally. However, it is an activity to teach children about reproductive health, sex and its consequences, and information on how to avoid sexual violence. Analysis of the needs of sex education for elementary school students indicates that elementary school students should learn about sex education from an early age. However, there are differences in class levels in determining when children should comprehend sex education. This study also found several methods in teaching sex education such as lecture methods, using media such as videos, group discussion and storytelling. This study will also help elementary school's teachers find solutions related to teaching sex education for children. Teachers' perceptions showing positive things about the needs of sex education can also reduce stigma in society regarding sex education which is still considered taboo for elementary school students.

Keywords— Sex Education, Teacher's Perception, Elementary School Student, Elementary School Teacher.

I. INTRODUCTION

Sex education is still a taboo topic to be discussed in children's lives. The taboo in receiving sex education is due to the lack of knowledge about sex education itself and the concern about the psychological readiness of children to receive sex education that causes people to fear the negative effects of sex education. Schools are

one of the formal educational institutions which play an important role in teaching and providing accurate information about sex education. However, the reality in the field proves that sex education is still not fully taught in Indonesia. According to Sri Wijayanti, chairman of the Law and Gender Society (LGDS), Faculty of Law, the University of Indonesia, in her interview with *Economica* (2020), said that the formal curriculum for sex education had not been implemented because sex education is considered a moral issue and not a necessity. A survey conducted by Reckitt Benkiser in 2019 in five major cities in Indonesia, such as Jakarta, Bandung, Medan, Surabaya, and Jogja, showed that 84% of adolescents were given sex education when they were 14-18 years old even though they had their first puberty at the age of 12-17 years. Furthermore, 33% of the adolescent respondents received information related to sex education from health practitioners, not from their parents or school (*HarianJogja.com*, 2019). Another research was also conducted by Khaidir in 2006-2013, vulnerable periods (in Eti et al., 2018); there was a decrease in information related to sex education received by children.

The lack of information received by children regarding sex education certainly makes children vulnerable to becoming victims and even perpetrators of sexual violence. According to data from Witness and Victim Protection Agency, the cases of sexual violence against children had significantly increased during 2 years, which were 25 cases in 2016 and 206 cases in 2018 (*detikNews.com*, 2019). In 2019, the data from the National Commission for Children Protection showed an increase in the cases particularly in educational institutions. Furthermore, in October, the same cases had reached 17, causing 89 children, 55 women, and 34 men to be victims (*Liputan6.com*, 2019). Briggs and Hawkins (in Solihin, 2015) revealed several accounts making children vulnerable to child sexual abuse, the innocent children who trust all adults and are taught to always obey adults are unable to detect adult motivation, and therefore vulnerable to such abuse. In fact, children naturally have a curiosity about their bodies and are isolated from information related to their sexuality. Boyke DN (in Solihin 2015) stated that sex education

does not merely teach about having sex. He explained that sex education is focused on giving children an understanding of sex science appropriate to their age. It explains the functions of sexual organs and natural instinctive problems that often arise as well as provides a guide on the importance of taking care of and preserving their intimate organs. Furthermore, it is aimed to give an understanding of healthy social behaviors and risk behaviors that may occur around sexual problems.

In searching for journals related to research on sex education in West Nusa Tenggara (NTB), where researchers will conduct this research, the research on sex education is still very lacking. Only two studies are found. One study by Djamilah et al. (2014) analyzed the impacts of early marriage, and the other is a study conducted by Erin Luthfia (2019) regarding free sex behaviors of adolescents in the West Lombok district. Meanwhile, the NTB province ranks fifth for sexual violence rates among provinces in Indonesia (Radarlombok, 2020). The above-mentioned problems encourage researchers to carry out a study related to sex education. Therefore, this study provides a basis for analyzing the need for sex education from the teachers' perceptions in one of the elementary schools in NTB.

II. RESEARCH METHODOLOGY

This research employs a qualitative research design, in particular case study, in order to explore the knowledge and understanding of primary school teachers related sex education. Merriam (1998) suggests that case studies are used to gain a deeper understanding of an event and its meaning for the people involved. Smith (1978) in Merriam (1998) states that case studies are the result of intensive depiction and analysis of a limited unit or system such as an individual, group, program, event or community that is different from other types of qualitative research- which is relevant to the aims of this research.

The method used in data collection is through in-depth interview. The interview technique used in this study is is semi structured interview. Interviews were conducted online via WhatsApp social media platform due to Covid-19 Pandemic. Interviews were conducted with the permission of the Principal of Public Elementary School of Lantan and volunteer teachers who were selected as study participants. Research participants in this study are 4 elementary school teachers chosen/ identified through purposeful sampling. The first criteria is elementary school teachers. The Second criteria is experienced teachers here are teachers who have at least

three years of teaching experience. The last criteria is teachers who serve as homeroom teachers.

The data analysis in this study is a qualitative descriptive analysis with the Miles and Huberman (1992) model process which includes three analysis processes, namely data reduction, display data and conclusion drawing. The data reduction process took place continuously during the research. Data reduction includes summarizing data, coding data, searching for themes, and creating clusters by tightly selecting data, making short descriptions, and grouping them into broader patterns. The form of the data display in this study is in the form of a chart. Conclusions are verified by rethinking during writing, reviewing field notes, reviewing and discussing with colleagues to develop intersubjective agreements, and broad efforts to place a copy of a finding in another set of data (Rijal, 2018). To determine the validity and reliability of the data in this research, researchers used Peer Examination and Member Checks.

III. RESULT AND DISCUSSION

This case study was conducted to analyze the teachers' knowledge and understanding regarding the needs of sex education for elementary schools. The research findings in this study are teacher perception of sex education about the definition of sex education based on teacher perceptions, sex education need for elementary school students. The second finding is methods, and challenges in teaching sex education for elementary school students.

Teacher Perception of Sex Education

Several sub-themes have been determined based on the findings and data analysis. The sub-themes are divided into two sub-themes, namely: Definition of sex education based on teachers' perceptions and sex education need for children. This finding of this study is summarized by the figure below:

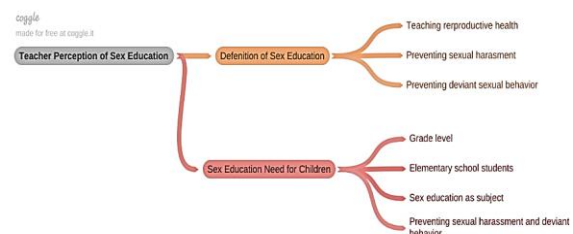


Figure 1. Sub-Themes on Teacher Perception of Sex Education

a. Definition of Sex Education According to Teacher Perception

Table 1. Definition of Sex Education

What do you think the definition of sex education?	How do you know About Sex education?
RP01: “Sex education is an activity of providing information and teaching about puberty, reproductive health, not to become victims of sexual harassment, and counseling about the dangers of infectious diseases due to promiscuity so that it can be prevented ”	RP01: “I learn from a campaign that conducted by government organizations about early marriage ”
RP02: “Based on my understanding, sex education is an activity to become familiar with reproductive health ”	RP02: “ Books, the internet, and campaigns from the goverment health department ”
RP03: “Sex education is a teaching activity on reproductive health that aims to build awareness of the importance of health and several infectious diseases ”	RP03: “Learn from books, the internet and non-governmental organizations ”
RP04: “According to my understanding, sex education is an activity to teach students about the dangers of free sex both in terms of health and social impacts as well as guiding students to understand how to maintain and care for reproductive organs according to their sex. Besides, sex education is important to make students understand sexual harassment and how to protect themselves from being a victim or perpetrator ”	RP04: “I learn from books, youtube, articles, materials when I studied at university ”

The definition of sex education according to the perceptions of four teachers is an activity to teach students about reproductive health, prevention of diseases caused by free sex, and avoiding students from sexual violence both as victims and perpetrators of sexual violence. Teachers' perceptions about sex education show better definition because based on a previous study by Dhevry Perwitasari (2019) shows that teachers at that time only emphasized sex education as limited to the relationship between men and women. The perceptions of four teachers in defining sex coincide with what Abduh and Wulandari (2019) said that sex education is knowledge about sexual function in women and men to avoid the risk of free sex which causes problems with early marriage and pregnancy. Sex education also teaches individuals to understand healthy sexual behavior to avoid risky sexual behavior that

causes early marriage, pregnancy outside of marriage, diseases due to free sex, and sexual violence (Solihin, 2015)

Teachers' perceptions regarding sex education are positive because teachers get information about sex education from campaigns conducted by non-governmental organizations and government health services about early marriage and the dangers of free sex. In addition, additional information is also obtained from books or the internet related to sex education. This is in accordance with the theory of direct perception presented by Solso and constructive perception theory (Adam Maulana Yaris, 2019) that perception is formed from information received by individuals based on individual's experiences.

b. Sex Education Need for Children

Table 2. Analysis of sex education need

Analysis of sex education needs	Teachers responses
preventing deviant behavior and sexual violence	RP02: “Yes, because in sex education students will be taught about reproductive health and the negative impact of sex itself and how to protect their body what can be touch or not. “

RP03: "Yes, it helps, because with sex education at least students not only understand about sex but also **have knowledge on the consequences of sex itself.**"

RP04: "giving children education about sex at an early age is possible will make them **understand better and know how to protect themselves from deviant behavior and sexual violence.**"

RP01: "YES, why??? Because at this time, the environment around us and the era require us as teachers to be more able to provide up-to-date information about **cases of sexual harassment** that are happening today based on survey results and facts. Meanwhile, the children **mingled with teenagers who had watched pornographic videos, which in turn poisoned the thoughts and behavior of the children.** So, by giving sex education it can prevent deviant behavior and sexual violence to the children."

Taught to elementary schools

RP01: "Yes, it needs to be taught, because children need such information and **have an understanding of sex education** although only the basic of it and have to be based on children need in their elementary study."

RP02: "Yes, it is necessary, so that students **know sex and its consequences**"

RP03: "Sex education is a necessity to be taught as early as possible because in **the development Information of the modern era unconsciously children are familiar with sex without understanding well of the negative effect of sex**"

RP04: "Yes, it is needed. Because elementary school is **the beginning step for students to prepare themselves to face teenage life.**"

According to grade at School

1st -2nd Grade

RP01: "In elementary school, sex education can be taught from the first grade because **there was a case of a 4-year child being sexually harassed.**"

RP03: "As early as the **1st and 2nd grades** possible, on. **Children now easily to get any kind of information**"

4th -5th Grade

RP02: "In the **4th or 5th year**, because those **students will soon enter their puberty phase**"

RP04: "If it is about grades, I will recommend that sex education should be taught **at grade 4** with materials on taking care of reproductive organ and at **grade 5** with the materials of consequences of free sex with both how to cure and prevent promiscuity and free sex."

as A Subject in Indonesia

Disagree

Let to Pros and Cons: RP01: "To make it a subject in curriculum it is still **pros and cons** due to the **culture in our society** here. So, I don't think it's a suitable subject for now"

Just insert it in science and Physical Education (P.E): RP02: "I think it is not necessary. By putting additional information about sex education on **science and P.E** education and health are enough because sex education is still responded **negatively by society**".

RP04: *“I think sex education should not be included to the subject for now. But if it is included in the curriculum and basic competence on a subject such as physical education subject is enough”*

Agree

RP03: *“It is needed to prevent any possible negative impact of sex, because if it is only inserted into the subject, I don't think it is enough based on my experience in teaching sex education”*

In terms of the need for sex education in preventing deviant behavior and preventing children from sexual violence (See Table 2), the four teachers agreed that by providing sex education to children will prevent them from deviant sexual behavior such as free sex and its risks and sexual violence. This is in accordance with the previous study conducted by Wirda Farsyta and Leni Suwarni (2017) that students who do not get information about proper sex education tend to be vulnerable to deviant sexual behavior because sex education is still a taboo thing to discuss with family and school environment.

The need for sex education should also be taught to elementary school students (See Table 2) because according to the four teachers, children are familiar with all things related to sex because they can easily access information about sex via the internet. Furthermore, the elementary school phase is the initial phase of the children facing their training period. Therefore, at this stage, children should be given a proper sex education because those who do not get sex education from their parents or teacher are vulnerable to sex crimes (Sari, 2012) (Myranty et. al, 2018). Other than that, people who have received sex education tend to engage in sexual activity that does not pose health problems for themselves, they also can avoid sexual crimes, and respect for the opposite sex and differences surrounded, more self-care and self-love (Siti Maemunah, 2019).

However, at the grade level for elementary school students, the four teachers gave different perceptions of whether or not sex education needs to be taught to children. RP01 and RP03 argue that sex education needs to be provided for elementary school students starting from grade 1 because they are vulnerable to becoming victims of sexual violence (See Table 2). While RP02 and RP04 sex education should be given to elementary school students starting from grade 4 or 5 because in this phase children begin to show their early phase of puberty. The results of interviews related to the need for sex education starting from grade 4 and 5 is in line with the research conducted by Regina, Djuanda, and

Hanifah (2019) that sex education needs to be given in the 4th-grade phase because in that phase children have started to enter the onset of puberty.

In terms of the analysis on whether or not sex education should be included in the subject in Indonesia, one out of four teachers has different perceptions. Informant 3 said that sex education that is only inserted in the K13 curriculum is not considered sufficient to be taught to children. Therefore, sex education needs to be taught as a whole subject in school. Meanwhile, RP01, RP02, and RP04 argue that sex education is sufficiently included in science and sport lessons because there is debate among societies whether sex education should be taught as a whole subject in school. This perception appears due to various factors such as structural factors caused by environmental conditions (David Krech and Richard S, 1997) in (Rahmat, 2007) and cultural factors that develop in society (Leavit 1978) in (Hadi Riftanto, 2017). Environmental and cultural factors are the reasons for different perceptions among four teachers regarding making sex education as the subject in schools (Wirda Farsyta et al, 2017).

The Methods and Challenges in Teaching Sex Education of Elementary School Students

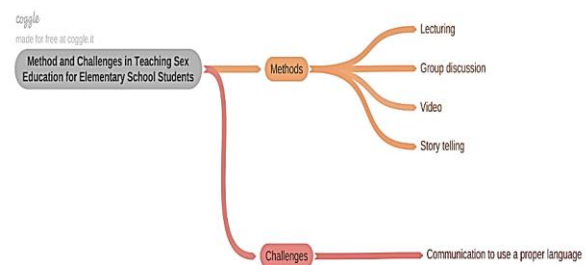


Figure 2 Sub-themes on Methods and Challenges in Teaching Sex Education for Elementary School Students

Several sub-themes have been determined base on the finding from research and data analysis in this study. The sub-themes are divided into two sub-themes, among others: Methods in teaching sex education for elementary school students and challenges in teaching

sex education for elementary school students. Based on the two sub-themes, after conducting a research and data analysis, this study has found the methods in teaching sex education for elementary school students is

lecturing, group discussion, video and storytelling. Meanwhile the challenges in teaching sex education for elementary school students is communication to use of proper language in teaching sex education.

Table 3. Method and Challenges in Teaching Sex Education

Method and Challenging Teaching Sex Education Base on The Interview	
Method	Lecturing
	<p>RP02: <i>“I apply it by explaining the puberty problem of and negatives of free sex, separating seats for boys and girls to make them common with the limitation of their contact with opposite gender”</i></p> <p>RP03: <i>“Lecturing method. I give speech and advice about their age which is not appropriate to familiar with sex”</i></p> <p>RP04: <i>“Lecturing method by explaining how to care on reproductive organ, the information about free sex and its consequences, which law that controls it, and how to protect ourselves from being the victim or the perpetrator of sexual violence”</i></p>
	Group Discussion
	<p>RP03: <i>“group discussion and looking for some references from the internet and books about the impact of free sex as well as the way to prevent from being sexual violence victim or perpetrator”</i></p> <p>RP04: <i>“group discussion by looking for reference sources from internet or books about sex education”</i></p>
	Video
	<p>RP02: <i>“using video media related to sex education material”</i></p> <p>RP01: <i>“it is also better to provide pictures and videos which is related to the material.”</i></p>
	Story Telling
	<p>RP01: <i>“By giving stories and tales, children are enthusiast to listen and understand what the aim of the story I told and at the end of the story I asked the student to take some advice and lesson learned from the story.”</i></p>
Challenging	Communication and proper language
	<p>RP01: <i>“Use of the proper language”</i></p> <p>RP02: <i>“communication and language, sometimes students are embarrassed to convey things related to sex education”.</i></p> <p>RP03: <i>“selection of the proper language for students based on age..”</i></p> <p>RP04 <i>“How to communicate and use proper language in explaining sex education”</i></p>

The results of interviews with the four respondents indicates that the appropriate methods used in providing sex education for elementary school students were lecturing, discussion, video, and storytelling. The

methods of lecturing and discussion support the study conducted by Dhevy Perwitasry (2019) that stated lecturing and discussion is one of the most effective methods. Using video media and fairy tales is also

effective in teaching sex education to children. This is based on a study conducted by Eti Rimawati and Nugrahaeni (2017) that with stories or fairy tales, children can easily understand the symbolic message in the story. The use of video also optimizes the development of children's language, imagination, curiosity, and contrast (Eti Rimawati, et al. 2017).

However, in teaching sex education to elementary school students, the obstacle often encountered by respondents is the use of appropriate language. Children are often embarrassed and hesitate to mention the terms contained in sex education. In overcoming these obstacles, according to research conducted by Putri (2019) that teachers need to provide material related to sex education based on age and the development of children's cognitive levels. This is also in line with the study conducted by Abduh and Wulandari (2016) that compiling a sex education module must be adjusted to the level of development and age of the student because each student has differences in observing and understanding information based on their stage of development.

IV. CONCLUSION

The article in this study has discussed the definition of sex education from the perception of elementary school teacher. Teacher perception about definition of sex education is an activity to teach students about reproductive health, prevention of diseases caused by free sex, and avoiding students from sexual violence both as victims and perpetrators of sexual violence. Sex education needs to be taught to elementary school students although there are differences of opinion regarding the appropriate grade level for children to be taught about sex education. In addition, the research has also discussed methods and challenges in teaching sex education for elementary school students. The methods found in teaching sex education are the lecture method, discussion groups, using learning media in the form of videos and storytelling. For the challenges faced by teachers, they often experience difficulties in communicating and using proper language to explain material related to sex education. A limitation of this study is an exploratory study thus findings cannot be generalized. A quantitative study of the research questions is proposed so that the research can be generalized to a wider population. Nevertheless, this exploratory study serves as a basis for the survey item development.

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