

ANALYSIS OF TEACHER KNOWLEDGE ABOUT EARLY CHILD SEX EDUCATION VIEWED FROM THE BACKGROUND OF TEACHER EDUCATION IN MEDAN

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Abstract: *Cases of violence and sexual harassment that occur in early childhood in various regions are due to the lack of sex education being taught to children. Family and teachers as the closest environment must provide knowledge about sex education to children. However, there are still many teachers who do not understand the right sex education to be taught in early childhood. This study aims to see the extent of teachers' knowledge of early childhood sex education. This study used a qualitative descriptive analysis method, on teachers in 42 ABA Kindergartens throughout Medan City. The results showed that the various educational backgrounds of PAUD teachers influenced the level of knowledge of sex education in children. Teachers with a bachelor's degree in early childhood education have better knowledge of early childhood sex education than teachers with other educational backgrounds.*

Keywords: *Education, Teacher, Early Childhood, Sex Education*

Introduction

Cases of violence and sexual abuse of children are increasingly occurring in various regions. In 2022, the Ministry of Women's Empowerment and Child Protection released a total of 22, 642 cases of violence, of which 56.7% of the victims were children, 4% of which occurred in the school environment (kemenpppa.go.id). PPPA stated that this had doubled from the previous year, making the country an emergency for child sexual violence.

Running for 3 months, in 2023 KPAI has received 119 complaints of sexual violence against children. Recently, in Batang Kuis, Deli Serdang, a 4-year-old child became a victim of sexual harassment and murder by his own neighbor. The perpetrator was a 16-year-old teenager who was still in high school and had just watched a pornographic video and wanted to vent his sexual desires. In another case in North Jakarta, a 3-year-old child complained to his mother that his genitals were bleeding and hurt. It turned out that the child was a victim of sexual harassment from his 33-year-old neighbor. The same thing happened in Tangerang, a religious teacher molested 7 children while studying the Koran at his home. There are also accessory traders in front of the school who grope the chests and inner thighs of elementary school children with the lure of bonus accessories.

The number of cases of sexual harassment that occurs makes teachers and parents have to be more vigilant. It is difficult to find a safe place for children even in their own home environment. Parents and teachers must work together in providing proper sex education to children from an early age so that children can protect themselves. Very few parents provide stimulation and sex education in early childhood (Ballard & Gross, 2009; Sciaraffa & Randolph, 2011; Nadar, 2017). The assumption is that children will understand about sex education through learning at school and according to age. Whereas Sigmund Freud's psychosexual theory (Sanrock, 2007) states that children enter the anal stage at the age of 1.5-3 years where self-

satisfaction lies in the reproductive organs. So this is the right time to teach toilet training and sex education to children.

Based on initial observations made at PAUD in Medan City, there are still many teachers who think that sex education is something that is taboo and embarrassing to talk about. Even though sex education should be included in learning at school to lectures so that children and prospective teachers understand basic things about protecting themselves. Based on the description above, the researcher wanted to find out how far the level of teacher knowledge about early childhood sex education corresponds to the age and education of various teachers.

Literature Review

Education is an effort to develop character and intellectual development of children from an early age. Through education, humans do not only teach knowledge and scientific insight, more than that, character is also developed (Nasution, M., Ainun, N., Jf, N. Z., 2022). Sex education is everything related to gender, starting from gender names according to gender, gender differences, the functions and uses of the genitals as a means of reproduction, and how to care for the genitals, especially when entering puberty, namely women who menstruate and men who start wet dreams, the appearance of signs of maturity in certain parts to the emergence of lust which can be channeled legally in marriage (Nawita, 2013; Sulfasyah & Nawir, M., 2016). The same thing was conveyed by Ashraah, et al that sex education is an ongoing process of education and awareness where educators provide accurate information, correct experience, and attitudes related to sex problems depending on the stage of development of students which can help children understand their sexual problems (Ashraah, M, M., Gmaian, I., Al-shudaifat, S., 2013)

Sex education that is instilled from an early age will make it easier for children to develop self-esteem, self-confidence, a healthy personality, and positive self-acceptance (Nugraha, B.D & Wibisono, S., 2016; Haryono, S., et al, 2018). The United Nations Educational, Scientific and Cultural Organization (UNESCO) based on the latest study from the Global Education Morning Report that education can be a solution in the delivery of sex education starting at an early age. There are five recommendations for sex education for children, namely (a) investing in teacher education, (b) creating a relevant and evidence-based curriculum, (c) developing monitoring and evaluation mechanisms and ensuring implementation. (d) cooperate with the health sector, (e) Engage with communities or parent organizations to overcome resistance. Teachers as the closest environment to children have a big role in equipping and imparting knowledge to children. Schools as formal professional institutions that have a professionally competent workforce are expected to be able to provide maximum sexual education in a structured way, especially in an increasingly developing era where children spend more time at school because their parents work (Felicia, J.P., et al, 2017). Sex education in childhood education is given according to the stages of child development, this adjustment must be made because it will affect the child's development at the time when the child arrives (Cahyanti, P., 2009; Sari, M & Andriyani, F., 2020). This is in line with the provision of morals from an early age so that in the future it is hoped that there will be a decrease in deviant and immoral behavior (Masitah, W. & Sitepu, J.M., 2021). When they reach adolescence, the attractiveness of children to sexual activity is influenced by their knowledge of sex education, and not all children have the right knowledge of sex (Pasaribu, M., 2018).

The magnitude of the teacher's role in the early childhood development period requires that the PAUD teachers in schools match the qualifications of teachers who understand the stages of child development. Qualifications for early childhood education teachers are listed in Permendikbud no 137 of 2014 concerning PAUD National Standards. This regulation aims to

achieve maximum results in achieving optimal growth and development of early childhood, but in reality, there are still many who do not meet these qualifications (Anhusadar, L.O & Islamiyah, 2020). The qualifications of early childhood educators are:

1. Teachers: must have a D-IV or S1 certificate in the field of Early Childhood Education from an accredited study program or other relevant bachelors of education (psychology) and have a Teacher Professional Education certificate and have 4 competencies
2. Companion Teachers: must have a D-II PGTK certificate from an accredited study program or at least graduate from High School (SMA), but have certificates of training, education, PAUD courses, and have 4 competencies
3. For young accompanying teachers, they must have a high school certificate (SMA) and have a certificate of training, education, and PAUD courses at the PAUD caregiver level from a competent institution recognized by the government and are required to have basic parenting competencies, parenting skills, attitude, and behavior.

However, the reality that is often found is that many PAUD teachers are not under the qualifications of PAUD teaching staff so learning is not optimal. Sex education in children can be started when the child is 1.5 years old where according to Sigmund Freud¹⁴ at the age of 1 .5 years - 3 years the center of the child's satisfaction lies in the reproductive organs which are called the anal phase. Starting at the age of 1.5 years, children can have toilet training to the self-control of the bladder and bowel movements. Children are taught the anatomy of their body, caring for and keeping their genitals clean. The next stage is the phallic phase age 3-6 years where children will often show their genitals and like to be naked, starting to like to rub their genitals until they get satisfaction, at this stage children begin to be taught shame, gender differences, and self-control. At this age children begin to recognize their natural roles as men or women, boys see their mothers as figures and their fathers as competitors (Ashraah, M.M., et al, 2013; Nuraini, F, 2015; Masitoh, I & Hidayat, A, 2020, Fitriani & Nurpiana, 2018)

Several things must be considered when teaching sex to children, namely: (a) Age-appropriate questions asked simply and honestly, (b) Not delaying answers if asked (c) Information should not be solely about anatomy and physiology (link answers with the concepts of the Qur'an and Hadith), (d) Maintaining a sustainable sex education agenda using a variety of different methods, (e) Answering questions should be continued in a calm discussion session.

Method

This study uses a quantitative research method with a descriptive analysis approach. Quantitative descriptive is a method that aims to create an objective picture or description of a situation by using numbers. The research was conducted in 42 ABA Kindergartens throughout Medan City, totaling 106 teachers. Data collection was carried out using in-depth interviews and questionnaires addressed to teachers.

Result and Discussion

Data collection was carried out by in-depth interviews and questionnaires addressed to teachers. The categories of respondents based on teacher education are as follows :

Table 1: Education Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sma	18	17.0	17.0	17.0
	d3	5	4.7	4.7	21.7

s1	39	36.8	36.8	58.5
s1 p	40	37.7	37.7	96.2
s2	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Respondents

- SMA there are 18 people (17.0%)
- D3 there are 5 people (4.7%)
- S1 Non PAUD there are 39 people (36.8%)
- S1 PAUD there are 40 people (37.7%)
- S2 there are 4 people (3.8%)

After obtaining data on the questionnaire on the level of knowledge of PAUD teachers about early childhood sex education. The results of research on the knowledge of PAUD teachers on early childhood sex education that is :

Table 2: Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rendah	20	18.9	18.9	18.9
	sedang	68	64.2	64.2	83.0
	tinggi	18	17.0	17.0	100.0
	Total	106	100.0	100.0	

Partial testing or testing individually between Education and Knowledge variables. Decision making uses a significance value where if Sig > 0.05 then Ho is accepted, which means that there is no influence between age and knowledge. If the Sig value <0.05 then Ho is rejected, which means that there is an influence between education on knowledge. Can be seen in the following table.

Table 3: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	.938	.415		2.258	.026		
	usia	-.052	.050	-.112	-1.049	.297	.845	1.183
	pendidikan	.402	.091	.397	4.416	.000	.845	1.183

a. Dependent Variable: pengetahuan

The results of the research in the table above can be seen that the value is 0.000 <0.05, then Ho is rejected. So it can be stated that Education on Knowledge of Kindergarten teachers has a significant influence. To be able to see more clearly the effect of education on knowledge by level or per category, it can be seen in the following Crosstabulation table:

Table: 4 Education Background * Knowledge Crosstabulation

			pengetahuan			Total
			rendah	sedang	tinggi	
pendidikan	sma	Count	6	7	5	18
		Expected Count	3.4	11.5	3.1	18.0
	d3	Count	1	1	3	5
		Expected Count	.9	3.2	.8	5.0
	s1	Count	6	30	3	39
		Expected Count	7.4	25.0	6.6	39.0
	s1 p	Count	7	27	6	40
		Expected Count	7.5	25.7	6.8	40.0

	s2	Count	0	3	1	4
		Expected Count	.8	2.6	.7	4.0
Total		Count	20	68	18	106
		Expected Count	20.0	68.0	18.0	106.0

The analysis obtained in the Crosstabulation table can be seen that in answering the questionnaire that was given to 106 teachers in Medan City at the high school level there were 18 teachers where the level of knowledge was in the low category 6 people, medium 7 people and high 5 people. At the D3 level there are 5 teachers where the level of knowledge is in the low category there is 1 person, in the medium category there is 1 person and in the high category there are 3 people. In non-PAUD S1 level there are 39 teachers where the level of knowledge in the low category is owned by 6 people, the medium category is owned by 30 people and the high category is owned by 3 people. At the S1 PAUD level there are 40 teachers where the level of knowledge is in the low category there are 7 people, there are 27 people in the medium category and 6 people in the high category. At the Masters level there were 4 teachers with no knowledge who had a low category, there were 3 medium categories and 1 high category. In the table it can be concluded that out of 106 kindergarten teachers the spread of the level of knowledge of early childhood sex varies greatly depending on the level of teacher education. It can be concluded that Education has a significant effect on Knowledge of Early Childhood Sex in Medan Kindergarten teachers.

Conclusion

Parents and teachers are the closest environment to children and play an important role in early childhood sex education. based on the results of research on teacher education on the level of knowledge of early childhood sex education for TK ABA in Medan concluded that. The level of teacher education has a significant effect on knowledge of early childhood sex. Teachers who graduated with bachelor's degrees with children's education background early age know early childhood sex education compared to undergraduate graduates with non-early childhood educational backgrounds other.

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