

SEX EDUCATION IN ELEMENTARY SCHOOL TO PREVENT SEXUAL ABUSE OF CHILDREN

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ABSTRACT

Cases of sexual abuse in children are increasing every year so it is necessary to prevent one of them through sex education in elementary schools. Sex education is an effort to teach, raise awareness, and provide information about sexual problems. Sex education for children can also prevent children from becoming victims of sexual harassment, by being equipped with knowledge about sex, they will understand which behaviors are classified as sexual harassment. With the literature review method using various sources of research results that have been carried out, the contents of which are trying to find a picture of the need for sex education in elementary schools to prevent sexual abuse in children.

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1. INTRODUCTION

Cases of violence and sexual abuse in early childhood are increasing every year. The Ministry of Women's Empowerment and Child Protection (KPPA) noted that there were 1,500 reports of cases of violence and sexual abuse against children in Indonesia in 2019. Ironically, these violence's often occur in the immediate environment of children, such as homes and schools. According to the National Commission for Child Protection, namely based on the location of the incident, cases of violence against children in the family environment were 40%, the social environment was 52%, the school environment was 5%, and the location was not stated at 3%. KPPA noted that sexual violence against children and women reached the highest number in 2020, which was around 7,191 cases. Meanwhile, in 2020, the number of cases of violence and sexual violence against children and women reached 11,637 cases. Meanwhile, in 2021, compiled from the online information system for the protection of women and children, until June 3, there were 1,902 cases of sexual violence against women and children. Then the total number of cases of sexual violence against women and children in 2021 has reached 3,122 cases.

The increasing number of cases of sexual violence must be handled intensively, including prevention efforts through sex education in elementary schools. Sexual violence is an act that children do not understand. To avoid threats of sexual harassment, this is important so that children can begin to understand sexuality. In Indonesia, many families and teachers feel it is inappropriate to teach sexuality or it is not appropriate to give it to children because of the fear that children who learn about sex from an early age can recognize sexual behavior from an early age. Parents never give knowledge to children about sexual education because they think that sexual education is taboo and contradictory (Mercer Kollar et al., 2016; Tampubolon, 2019).

Sexual violence against children has a major impact on the survival of children's lives. The negative effects that are commonly felt by victims of sexual violence are psychological disorders. The trauma of childhood sexual violence has been shown to have long-term negative psychological effects on both male and female victims of sexual violence (Putnam, 2003). Short-term psychological effects can be seen quickly after the victim experiences sexual violence such as depression, moodiness, emotional disturbances, loneliness, and anxiety (Arnou, 2004). While the long-term psychological effects can be seen in impaired sexual function, sexual deviation, severe depression, uncontrolled anxiety, fear, excessive suspicion, aggressiveness, antisocial behavior, sexual violence because they want revenge and suicidal idea (Beitchman et al., 1992; Lanning, Ballard, & Robinson, 1999; Wurtele & Kenny, 2010).

Sex education or sex psycho education is able to increase knowledge about sex so as to reduce the incidence of sexual abuse in children, this is in accordance with the research of Cecen & Harisci (2013), that psycho education programs to prevent sexual abuse in children have proven to be effective by increasing knowledge, skills and support for self-protection. Sex education is important to be taught to children, especially in elementary school age children. Elementary school age children ranging from 7-12 years have the critical ability to ask in more detail about their surroundings without exception regarding sex and reproduction. Developing a good sex education program in schools through the active role of teachers shows that the school environment is responsible for aspects of children's growth and development.

2. RESEARCH METHOD

This study uses a literature review method by collecting data from various sources. Geoffrey and Airasian suggest that the main purpose of literature review is to determine what people have done related to the research topic to be carried out (Pabriana, 2017). Searching for research results through scientific works on sexual education in children which has a computerized database (google) published in the form of a journal. The keywords in the search data were "sex education", "elementary school", "children", "child abuse" and "sex education methods". From the results of the search for data that has been obtained, the authors choose and consider the suitability of the research objectives and goals. After data selection, the data is presented in a narrative form by presenting the research results objectively and theoretically.

3. RESULT AND DISCUSSION

3.1. Sex Education

Sex education is an information about human sexuality. The information includes the process of conception, pregnancy to birth, sexual behavior, sexual interaction, aspects, psychological & social. Sex education is an effort to teach, raise awareness, and provide information about sexuality. The information provided includes knowledge about the function of the reproductive organs using moral, ethical, and commitment implants, so that there is no "abuse" of the reproductive organs. Psychologists recommend that children begin to be introduced to sex education as early as possible in accordance with the stage of their adult development.

Sex education contains three scopes, namely information or counseling, teaching, and education. Counseling aims to provide information on the problem with actual sexual activity that is adjusted to the level of development and age group, in which it contains biological aspects (anatomy and physiology) of reproductive function. While sex education contains aspects of ethics, morals, religion, social, and other knowledge (Rasyid, 2007).

3.2. Sex Education in Elementary School

The low level of understanding of children in elementary schools regarding sex education is due to the low role of classroom teachers contributing to the low understanding of elementary school age children about sexual education as an effort to prevent sexual violence against children.

Material about sex education that is in accordance with the level of thinking of elementary school-aged children, namely: First, differences of the opposite sex. Second, introduce the sex organs. Third, avoid sexual harassment and pedophilia. Fourth, knowledge about heredity and the origin of the child from the fetus. Fifth, preparation for puberty. Sixth, legal knowledge about the type, nature, and rules governing deviant sexual behavior. Seventh, gradual and tiered reproduction.

At elementary school age, which is 7-12 years old based on Piaget's concept of cognitive development, children enter the concrete operational stage. At the age of 7 years, children change from thinking egocentric to

thinking more logically. In this phase the child changes from the sensory motor stage to the operational stage. Elementary school age children are easier to be educated directly with language and better understanding than the previous age phase. Although on the other hand, elementary school-age children enter the Latent Phase where at this time both boys and girls experience a halted psycho sexual development (Semiun, 2006). This is due to the suppression of the sexual instinct. This continued latent state is reinforced by feelings of shame, guilt and morality in the child. However, that does not mean that interest in sex organs and children's curiosity about sexuality disappears. Other personality theorists consider these years to present challenges involving peers and adaptation to the outside world. Persistent curiosity about sexuality, the dominant role of peers and adequate state-of-the-art facilities will give rise to some conflicts. Misinformation obtained can lead to incorrect perceptions about sexuality (Mercer Kollar et al., 2016).

To prevent misinformation about sexuality, in implementing sex education in learning, teachers can choose lessons that can be adjusted and include sex education content in their lessons. The teacher can introduce the body parts and give emphasis to students, which parts are allowed to be touched and which parts are not allowed to be touched by others (Davis-Kean, 2005). In addition, knowledge can be increased through learning and providing information with media such as posters, leaflets, and videos (Anderson, 2009). The use of media and props is done because it is to facilitate the reception of messages or information for children, because knowledge in every human being is received or captured through the five senses.

It is taught in the context of mainstream national values, according to students' developmental needs. Sexuality Education emphasises the importance of respect for self and others, both online and offline, and respecting personal boundaries for healthy relationships and safety (Nugroho, 2017). It aims to help students develop positive self-identity and healthy relationships, and make responsible decisions on sexuality matters. Sexuality Education in schools promotes abstinence before marriage, and teaches facts about contraception, consequences of casual sex, prevention of diseases, and how to say "no" to sexual advances. This also helps to reduce the incidence of sexually transmitted diseases or teenage pregnancies.

3.3. Child Sexual Abuse

Sexual violence and harassment is unwanted sexual contact by either party. Meanwhile, the term child itself refers to Law Number 23 of 2002, namely someone who is not yet 18 (eighteen) years old, including children who are still in the womb.

1. Perpetrators of Sexual Violence in Children. Perpetrators of sexual violence are often people who have a relationship with the perpetrator. Variations in the relationship between victim and perpetrator consist of (Berliner & Conte, 1995):
 - (a) Intrafamilial
The perpetrator is the victim's family, such as father, mother, brother/sister, uncle, aunt, cousin, grandfather and grandmother.
 - (b) Extrafamilia
Perpetrators are people who are known to the victim, but are not family members of the victim's family, such as neighbors, friends, girlfriends, teachers.
 - (c) Stranger
The perpetrator is a foreigner who is completely unknown to the victim.
2. Types of Child Sexual Abuse. Types or forms of sexual violence against children (Kendler et al., 2000; Yuwono, 2018) include:
 - (a) Fondling
Fondling is fondling or caressing by the perpetrator to the victim, either in the form of hugs, kisses, touches on the chest, buttocks, thighs.
 - (b) Intercourse / Penetration
Penetration of the vagina or anus, using the genitals, fingers or sex aids by the perpetrator to the victim or by the victim to the perpetrator at the request of the perpetrator.
 - (c) Stimulus on the genitals
Stimulation of the genitals, either penis or vagina by using fingers, genitals or sexual aids is carried out by the perpetrator to the victim, or the victim to the perpetrator at the request of the perpetrator.
 - (d) Violence without physical contact
Undressing and showing genitals to children, showing pornographic videos to children, making phone calls or making sex calls to children.

The 1960's saw the beginning of the current wave of controversy over sex ed in U.S. schools. But as early as 1912, the National Education Association called for teacher training programs in sexuality education (Tetono, Kuntoro, & Savitri, 2018). In 1940, the U.S. Public Health Service strongly advocated sexuality education in the schools, labeling it an "urgent need." In 1953, the American School Health Association launched a nationwide program in family life education (Orth, 2018). Two years later, the American Medical Association, in conjunction with the NEA, published five pamphlets that were commonly referred to as "the sex education series" for schools. Support for sexuality education among public health officials and educators did not sway opponents, however and for the last 30 years, battles have raged between conservatives and health advocates over the merits and format of sexuality education in public schools (Gaspar, Cerqueira, Branquinho, & Matos, 2018). The first wave of organized opposition, from the late 1960s to the early 1980s, took the form of attacks aimed at barring any form of sex ed in school. Sex education programs were described by the Christian Crusade and other conservative groups as "smut" and "raw sex." The John Birch Society termed the effort to teach about sexuality "a filthy Communist plot." Phyllis Schlafly, leader of the far-right Eagle Forum, argued that sexuality education resulted in an increase in sexual activity among teens. Efforts to curtail sex ed enjoyed only limited success, however. Sex education programs in public schools proliferated, in large part due to newly emerging evidence that such programs did not promote sex but in fact helped delay sexual activity and reduce teen pregnancy rates.

4. CONCLUSION

The increase in cases of violence and sexual abuse in children is increasing every year. Efforts to prevent child abuse occur through sex education in elementary schools. Sex education is an effort to teach, raise awareness, and provide information about sexuality. The information provided includes knowledge about the function of the reproductive organs using moral, ethical, and commitment implants, so that there is no "abuse" of the reproductive organs. At elementary school age, which is 7-12 years old based on Piaget's concept of cognitive development, children enter the concrete operational stage. Elementary school-age children enter the Latent Phase where at this time both boys and girls experience halted psychosexual development. This is due to the suppression of the sexual instinct. In order to prevent misinformation about sexuality, in implementing sex education in learning, teachers can choose lessons that can be adjusted and include sex education content in their lessons.

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