



Parental Intervention in Educating Basic Knowledge of Sex at Early Childhood

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Abstract

Keywords:

Parental
Intervention;
Sex
Education;
Early
Childhood.

Sexuality education in early childhood is an important aspect that is often overlooked or considered taboo in many cultures and societies. Proper sex education from an early age is essential to ensure children grow up with a proper understanding of their bodies, interpersonal relationships, and moral values related to sexuality. This study aims to reveal the importance of parents' role in early childhood sexuality education as a foundation in preventing violence and sexual abuse against children. The research method used is a literature study, by identifying, evaluating, and analyzing available information to answer predetermined research questions. The results showed that the family is the first informal educational institution for children, where the role of parents is very central in shaping children's character and behavior, including in terms of sexuality education. Parents are responsible for providing appropriate and relevant information according to the child's developmental stage, as well as instilling strong moral values. However, the main challenge faced by parents is the lack of knowledge and understanding of how to provide proper sex education, as well as the influence of the media that often presents information that is not suitable for children. In conclusion, sex education provided by parents from an early age has an important role in protecting children from the dangers of sexual violence and abuse, so efforts are needed to improve parents' knowledge in this regard.

Abstrak

Kata Kunci: Pentingnya Peran Orang Tua; Pendidikan Seks; Anak Usia Dini;

Pendidikan seksualitas pada anak usia dini merupakan aspek penting yang sering kali diabaikan atau dianggap tabu dalam banyak budaya dan masyarakat. Pendidikan seks yang tepat sejak dini sangat penting untuk memastikan anak tumbuh dengan pemahaman yang benar mengenai tubuh mereka, hubungan interpersonal, serta nilai-nilai moral terkait seksualitas. Penelitian ini bertujuan untuk mengungkap pentingnya peran orang tua dalam pendidikan seksualitas anak usia dini sebagai fondasi dalam mencegah kekerasan dan pelecehan seksual terhadap anak. Metode penelitian yang digunakan adalah studi literatur, dengan mengidentifikasi, mengevaluasi, dan menganalisis informasi yang tersedia untuk menjawab pertanyaan penelitian yang telah ditentukan. Hasil penelitian menunjukkan bahwa keluarga adalah lembaga pendidikan informal pertama bagi anak, di mana peran orang tua sangat sentral dalam membentuk karakter dan perilaku anak, termasuk dalam hal pendidikan seksualitas. Orang tua bertanggung jawab memberikan informasi yang tepat dan relevan sesuai dengan tahap perkembangan anak, serta menanamkan nilai-nilai moral yang kuat. Namun, tantangan utama yang dihadapi orang tua adalah kurangnya pengetahuan dan pemahaman tentang cara memberikan pendidikan seks yang benar, serta pengaruh media yang seringkali menyajikan informasi yang tidak sesuai bagi anak-anak. Kesimpulannya, pendidikan seks yang diberikan oleh orang tua sejak dini memiliki peran penting dalam melindungi anak dari bahaya kekerasan dan pelecehan seksual, sehingga diperlukan upaya untuk meningkatkan pengetahuan orang tua dalam hal ini.

Received : 4 Juni 2024; Revised: 5 Juli 2024; Accepted: 11 Agustus 2024

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<http://doi.org/10.19105/14327>



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1. Introduction

Sex education in early childhood is a critical aspect of development that is often overlooked or considered taboo in many cultures and societies. Providing appropriate sex education from an early age is essential to ensure that children develop a proper understanding of their bodies, interpersonal relationships, and the moral values related to sexuality. According to Sumarto (2019), the family serves as the primary environment where children learn many foundational concepts. Parents play a vital role in educating children about their bodies, including teaching them about the functions of different body parts and the boundaries that must be respected by themselves and others. By fostering a clear understanding of body boundaries and the concept of privacy, children can better recognize inappropriate behavior and feel empowered to report it to trusted adults. This proactive education is a crucial step in preventing sexual abuse.

The research conducted by Lotianti et al. (2019), Tampubolon et al. (2019), and Rahmadhani et al. (2022) consistently emphasizes the crucial role that parents play in providing sex education to children from an early age. These studies collectively underscore that parents are not only the primary source of sexual health information for their children but also the foundational influence in shaping their children's understanding of these topics. The findings suggest that parents' knowledge, attitudes, and behaviors are critical to ensuring that sex education is delivered effectively and appropriately. Well-informed parents are better equipped to provide accurate and age-appropriate information, which is essential for helping children develop a healthy understanding of their bodies, boundaries, and the concept of consent.

Moreover, the studies underline that the attitudes of parents toward sex education significantly impact their ability to communicate these topics in a manner that is both supportive and non-judgmental. Parents who approach the subject with openness and positivity are more likely to foster a trusting environment where children feel comfortable discussing sensitive issues, thereby promoting ongoing dialogue that is crucial for the child's development. Additionally, the behavior of parents in modeling respect and privacy plays a vital role in reinforcing the lessons taught through sex education. Ultimately, the research underscores that parents serve as the first line of defense in protecting children from the risks of sexual abuse, highlighting the importance of parental involvement in early sex education as a proactive measure for safeguarding children's well-being.

In today's digital era, children can easily access information from the internet that may not always be accurate or appropriate for their age. Parents have the responsibility to be the main source of information that provides correct and reliable knowledge. However, based on the results of research by Kamilah (2021) and Triwidiyanti, et al. (2019) revealed that there is still a lack of knowledge and understanding of parents about sex education that needs to be conveyed to children from an early age, especially in the family sphere so that violence and sexual abuse against children can be avoided. Therefore, sex education provided early on by parents to children correctly will help prevent children from acts of violence and sexual harassment (Haryono, et al., 2018).

Parents play a central role in providing sex education to their children. They should be the main source of information that children can rely on and trust. To shape effective sex education, parents must establish open and honest communication with their children. This is important because children usually feel more comfortable and safe to talk and ask about sensitive topics to their parents compared to others. Parents also need to provide age-appropriate sex education to their children (Sugiasih, 2011), (Fuadah, et al., 2022). The information provided should be simple, easy to understand, yet accurate and relevant. Providing knowledge that is too complicated or inappropriate for the child's developmental stage can actually cause confusion or anxiety.

In addition to providing information, parents also have the responsibility to instill moral and ethical values related to sexuality. This includes teaching children about the importance of respecting themselves and others, understanding boundaries, and realizing the consequences of sexual acts. Instilling these values early on will help children make wise and responsible decisions when they grow up. Yafie (2017) and Zubaedah (2016) said that the importance of strong moral values will also guide children in dealing with various situations related to sexuality in the future.

However, in carrying out this role, parents often face various challenges. One of the biggest challenges is the parents' own lack of knowledge or understanding of how to provide proper sex education. Many parents feel awkward or uncomfortable talking about this topic with their children, so they tend to avoid it or provide incomplete information (Dentiana & Adisel, 2022), (Martinez, 2019) and (Djatomikowati, et al. 2015). In addition, the influence of the media is also a challenge. The media often presents information about sexuality that is not appropriate for children, so parents must be more active in filtering and balancing the information received by their children.

The number of cases of sexual harassment and violence against early childhood is due to a lack of knowledge and understanding of sex education for early childhood. Therefore it is necessary to consider for parents to find and get the latest information on how to provide this sex education to children and make this not a taboo subject to be communicated to children. Based on these problems, this paper aims to reveal how important the role of parents is in early childhood sex education so that a strong foundation is formed in the prevention of sexual violence and abuse in children.

2. Methods

This research is a literature review study. It involved identifying, evaluating and analyzing all available information to answer predetermined research questions. The existing literature was reviewed by summarizing and presenting perspectives on the articles reviewed. In formulating the research questions, the scope of the research focus development was determined. The research questions addressed in this study include: (a) the role of parents in the family; (b) early childhood; (c) sex education; (d) sex education for early childhood; and (e) the role of parents in providing sex education to early childhood.

After that, literature related to the research question was searched. Articles to be reviewed were national and international articles obtained from various sources by utilizing platforms such as Google Scholar, Science Direct, and ERIC (Institute of Education Sciences). Next, the data was evaluated, with some of the articles obtained being assessed and aligned with the research problem. Finally, the data was analyzed and interpreted, with the research findings examined and evaluated through narrative synthesis.

3. Result and Discussion

The Role of Parents in Early Childhood Sex Education

The family is an informal educational institution for children and as a place for children to learn, the family plays a role in shaping children's personality (healthy, smart, cheerful and noble). The family is one of the components that plays a strategic role in shaping children's character, the family determines the growth and development of children's character. In essence, the family lays the foundation of education for children (informal education) such as the teaching of selfless love, other social virtues such as justice, reasonable obedience and fair leadership (Peschke, 2003). Parents must also provide solutions to build children's confidence to take steps for their future (Sumarto, 2019).

According to Berns, as cited by Laela (2017), the family has five fundamental functions that are essential. First, the reproductive function, where the family plays a role in maintaining and sustaining the population within society. Second, the function of socialization or education, which positions the family as a medium for transmitting values, beliefs, attitudes, knowledge, skills, and techniques from one generation to the next, particularly to the younger generation. Third, the family also serves the function of social role establishment, where family members are given specific identities such as race, ethnicity, religion, socioeconomic roles, and gender. Fourth, the family has an economic support function, providing basic needs such as shelter, food, and life security for its members. Finally, the family fulfills the function of emotional support or nurturing, where it becomes the first place for children to experience deep, caring, and enduring social interactions, ultimately providing a sense of security for both the children and other family members.

From a developmental perspective, the most important function of the family is to care for and socialize children. Socialization is the process by which children acquire beliefs, values and behaviors that are considered necessary and appropriate by adult family members, especially parents. The family is not the only institution that performs the role of socialization, but the family is the first place for children to live their lives. Because events in the early years of a child's life are highly influential on the child's social, emotional and intellectual development, the family should be viewed as the primary instrument of socialization.

The role of parents is the methods used by parents regarding the tasks that must be carried out in caring for children (Lesari, 2012). The role of parents in the family is very important and covers many aspects of the lives of children and their spouses. Parents are responsible for the character building, education, and physical and emotional well-being of their children. This role begins when children are still in the womb and continues until they are adults and independent. One of the main responsibilities of parents is to provide a safe and stable environment for their children.

Ceka & Murati (2016) concluded from their research that family education at home has an impact on children. Children will gain a variety of experiences through various activities. Families, especially parents, have a great responsibility because they have to maintain not only the health and physical development of family members but also education, intellectual development and the creation of moral values and beliefs and better attitudes.

In the family, early childhood needs more attention from the family, especially parents. Early childhood is the most important period in life, because it is the period of foundation formation and basic personality to find out how the child's character is in living his life (Yuningsih, et al, 2023). The early childhood period starts from birth to 5 years old who are trying to develop themselves to become more independent, then children begin to develop simple abilities in school readiness, such as children following instructions and enjoy spending a lot of time playing with peers (Rahmawati, et al., 2023).

Tatminingsih and Cintasih (2019) identify various characteristics of early childhood, emphasizing the distinctiveness and developmental potential of this critical stage. Children are inherently unique, with variations in innate traits, interests, abilities, and cultural backgrounds, necessitating individualized approaches in education and care. They are in a vital period of learning and development, known as the "golden age," where proper nurturing is crucial for future growth. Children are also spontaneous and expressive, often acting impulsively without regard for consequences, reflecting their high energy levels and need for continuous activity. Their egocentric view of the world, as noted by Piaget, aligns with early cognitive developmental stages and often leads to behaviors centered on their own interests. Additionally, children exhibit strong curiosity, driving them to explore their environment, although they may struggle with frustration and have a short attention span, typically concentrating on tasks for only brief periods. These characteristics underscore the importance of recognizing and addressing the diverse and evolving needs of children during early childhood.

In addition, Talango (2020) also said that the early childhood development stage includes various aspects of physical and motor growth, cognitive, language, social, and emotional. At this stage, children experience significant and rapid changes in their various abilities. This has also been conveyed and emphasized in the MCH (Maternal and Child Health) Book published by the Indonesian Ministry of Health (2021) regarding parenting for early childhood from birth to 6 years of age. For parenting newborns to 1.5 years of age, it is stated that parenting that is carried out with affection will create a sense of security, happiness, and trust in children. Parents at this time should invite children to play using games that can stimulate the child's physical, motor, and thinking abilities.

At the age of 1.5 years to 3 years, fathers and mothers as parents should always be able to appreciate and recognize the child's abilities. This is so that children have confidence in themselves. Parents encourage children to move freely and must protect them from danger,

invite children to play and talk with short meaningful sentences, encourage children to play with other children, practice simple manners and discipline (Ministry of Health of the Republic of Indonesia, 2021).

Parenting when children are 3 to 6 years old must have the cooperation of parents, especially fathers and mothers and family members in helping children go through the early age stage. At this stage there is a process of role modeling, namely men modeling the role of the father while women model the role of the mother. Parents at this time should teach children the concept of male and female differences. Fathers and mothers can give children the trust to do certain things independently according to the child's ability, and provide opportunities to take care of themselves with supervision. At this time, parents should also teach children to protect their private parts (genitals, thighs, chest, buttocks, and legs) to avoid harassment. Communication at this time is also important for their development. When children are scared, parents should hold them so that they feel safe, talk about their fears so that the child becomes comfortable and feels understood (Ministry of Health RI, 2021).

Benefit of Sex Education for Early Childhood

The MCH Book/ KIA Book (Ministry of Health, 2021) emphasizes that parents are not only responsible for parenting, care, and environmental health but also for child protection. In this book, it is conveyed how to protect children from physical, psychological violence and sexual crimes. One of the most important aspects of child protection is sexual crimes. Many studies reveal that there are more and more cases of violence against children, especially cases of sexual violence. Ekaningtyas (2020) revealed that the high rate of sexual violence in children, especially early childhood, is the responsibility of all parties, not just parents.

To prevent sexual abuse and violence in children, especially early childhood, parents need to provide sex education to children from an early age. According to Chomaria (2012) sex education is the provision of information and the formation of attitudes and beliefs about sex, sexual identity, relationships, and intimacy. This concerns human sexual anatomy, reproduction, sexual relations, reproductive health, emotional relationships and other aspects of human sexual behavior, this is very important for humans, so every child has the right to be educated about sex.

Sex education needs to be given correctly according to the needs and age level of the child. According to Dentiana & Adisel (2022); Saputra (2016); sex education is knowledge about biological changes that explain the process of conception, pregnancy and birth. Sex education should also be added with religious material or faith, because with sufficient religious provision it can make children useful human beings who will not commit deviations prohibited by religion.

The organization of education for early childhood is not the same as the organization of education for adults. Early childhood education is an effort to stimulate, guide, nurture, and provide learning activities that can produce children's abilities and skills. Early childhood education must be based on the needs of children, adapted to the

values adopted in the surrounding environment, in accordance with the physical, cognitive, social-emotional, and psychological development stages of children, carried out in a pleasant play atmosphere and designed to optimize children's potential (Suyadi, 2014; Djatmikowati, et al., 2015; and Rahmawati, 2022).

Haryono, et al. (2018) and Ligina, et al. (2018) also said that sex education provided to early childhood must be tailored to their developmental stages. This understanding and knowledge must be given contextually and in accordance with the norms and values prevailing in society and religion. In some other countries such as Colombia, according to Castro, et al. (2024) there are already laws that support comprehensive sex education that families should provide or give to their children. Parents and children are accustomed to dialogue or communicate about sexual matters.

Sex education is very important to be given from an early age. Sex education is a teaching and awareness effort regarding gender, sexual identity, relationships and intimacy based on the cultivation of religious moral values (Kasmini et al., 2016). Many assume that if children get sex education too early, it is feared that they will recognize sex early too. In fact, sex education for early childhood is not teaching children to have free sex when they grow up. But sex education is intended so that children understand the condition of their body, the condition of the opposite sex's body, and protect and prevent children from sexual violence (Djatmikowati et al., 2015).

This is in line with the findings of Purwasih's research, et al. (2023) that sex education is still not maximally instilled in children from an early age. Educators, both parents and teachers, still consider sex education as a taboo, so children do not understand how to avoid when dealing with people who have bad intentions. This is also conveyed by Jin (2021) that sex education in early childhood should not be a new issue and a taboo to be given to children. In the family system, parents should take subjective initiatives and be responsible for children's sexual health. On the one hand, parents can also actively cooperate with teachers and participate in relevant educational activities organized by schools.

According to Yusuf (2019), the primary purpose of providing sex education to children from an early age is multifaceted, aimed at fostering a well-rounded understanding of biological and social aspects of sexuality. It begins with educating children about fundamental biological topics such as growth, puberty, and pregnancy, enabling them to understand their bodies and the changes they will experience. Additionally, sex education serves as a preventive measure against violence, equipping children with the knowledge to protect themselves. It also aims to reduce feelings of guilt, shame, and anxiety related to sexual activities, promoting a healthier psychological approach to sexuality. Furthermore, sex education plays a crucial role in preventing underage pregnancies and discouraging premature sexual intercourse, which can lead to significant social and health issues. By addressing these topics, sex education also works to reduce the incidence of sexually transmitted infections (STIs) among adolescents. Finally, it

provides young people with the necessary understanding of gender roles within society, helping them navigate and question societal expectations regarding the roles of men and women.

The objectives of sex education vary according to the age of development. As in toddler age, the goal is to introduce the sex organs owned, such as explaining other body members, including explaining their functions and how to protect them. For school age from 6-10 years, the aim is to understand sex differences (male and female), inform the origin of humans, clean genitals properly to avoid germs and diseases. While the age of adolescence, sex education aims to explain puberty and its characteristics, and accept changes in body shape (Yusuf, 2019).

In the MCH Book, it is stated that in providing sex education to children, parents need to teach children so that no one touches their private parts, especially the genitals, thighs, chest, buttocks, and feet of children. This is also conveyed by Achmad, et al. (2016) and Sa'diyah (2017) that parents have the right to teach children about early childhood sex education starting from the introduction of their reproductive organs, how to maintain and protect certain parts that are prohibited from being shown to strangers or to known people, in order to maintain and protect so that children can be independent and can take care of themselves. Early childhood independence is part of the development process that is expected to occur in order to lead to maturity, such as the ability to think and act on their own impulses in accordance with their obligations.

Parents also need to be aware, recognize and fulfill children's rights by (1) managing the stress of parents and other family members, (2) always knowing where the child is, and (3) ensuring that the child's caregiver is trustworthy if the child lives with a caregiver while the parents are working or in daycare. Parents also need to pay attention to signs of child abuse, such as (1) unexplained bruises and cuts, (2) eating and sleeping disorders, (3) behavioral changes, and (4) the presence of sexually transmitted infections. Knowledge like this is very important for parents to have (Indonesian Ministry of Health, 2021).

The foregoing is supported by the results of Jin's research (2021) that sufficient and correct parental sexual knowledge and a positive attitude towards sex education are prerequisites for implementing sex education in the family. Parents can increase their knowledge reserves in sex education through reading, the internet, and others.

Challenges, Strategies, and Tips for Parents in Providing Sex Education to Early Childhood

Safita (2013) outlines effective methods for providing sex education to children, emphasizing the importance of early and appropriate guidance. One of the key approaches is instilling habits of neat and modest dressing, particularly for girls, to foster a sense of self-respect and awareness of their bodies. Additionally, children should be introduced to their sexual organs in a simple and age-appropriate manner, helping them understand their bodies without unnecessary complexity. Creating an open and trusting environment is

also crucial, as parents are encouraged to listen attentively to their children's stories, ensuring that children feel comfortable discussing any concerns or experiences. Moreover, it is important to emphasize the privacy of their genitals, teaching children that these should not be exposed carelessly and that they should immediately shout and report to their parents if someone touches them inappropriately without parental knowledge. These steps contribute to a comprehensive and protective approach to sex education in early childhood.

Early childhood has a spontaneous attitude, both in doing activities and when interacting with others. Children cannot distinguish whether the behavior shown is acceptable or unacceptable to others, if adults such as parents and teachers do not tell children directly (Khaironi & Ramdhani, 2017). In addition, children have a very high curiosity, they will continue to ask and find out about things they want to know, including about sexual matters. According to Justicia (2016) sexual development in childhood occurs at the age of 0-5 years, with children's curiosity about sex, children should be given the right explanation about sexual knowledge.

However, it is not uncommon for parents to still consider sex education as a taboo to introduce to children. In fact, this knowledge is important to instill in children to protect children from threats and acts of sexual violence. According to Setiani, et al. (2017), the factors of sexual violence are supported by the situation and conditions of the individual, family, and environment. This is also supported by a statement from Yafie (2017) that the attitudes and behavior of parents are often role models for their children. If their own parents have inappropriate attitudes towards sex, for example considering sex taboo, then it can directly affect the concept of sex in children. Parents should enrich themselves with the right knowledge and information about sex, and when children ask questions, they should listen to and understand the motives behind the child's questions, clarify the child's concerns, and give simple and appropriate answers. For example, when giving guidance related to genitals, the correct terms should be used. When providing guidance and answering questions, the attitude should be relaxed and natural, not allowing feelings and a tense tone of voice to influence the child.

Based on the results of research by Noviani, et al. (2018) sexual violence experienced by children is often considered to be related only to personal factors, having nothing to do with social and cultural phenomena, but in fact sexual violence is related to many things that can have a negative impact on the victim himself, family, community and country. For this reason, the role of parents is very important in providing sex education to children from an early age so that children can protect themselves and avoid sexual abuse.

Sex education for children is undoubtedly important, but it is not the sole method for preventing sexual crimes against them. According to Sandarwati (2014), a comprehensive approach to preventing sexual crimes against children should encompass multiple levels of prevention. Primary prevention involves engaging society as a whole, emphasizing the role of the community as a social protector to create

a safe environment for all children. Secondary prevention targets children who come from vulnerable and at-risk families, focusing on early intervention to mitigate potential risks. Tertiary prevention is directed at children who have already experienced maltreatment, prioritizing their protection and rehabilitation to prevent further harm. Together, these strategies provide a more holistic framework for safeguarding children from sexual crimes.

Communication is the key to building good relationships. Communication in the family is an important factor in determining whether a child is good or bad (Baharuddin, 2019). According to Handayani (2017) good communication must be built starting from early childhood. This is intended to create a good relationship between parents and children so as to create a harmonious relationship.

According to Neherta (2017) that good communication with early childhood is an important factor that needs to be considered. There are two psychological applications of communication with early childhood that can be done regarding sexual violence. First, for the psychology of communication with child victims of sexual violence. There are several aspects that need to be considered including (1) maintaining tone of voice, (2) talking directly to the child, (3) listening and following up on the child's story, (4) avoid blaming and judging the child, (5) reassure the child that they are innocent, (6) be patient in communicating with the child, (7) stay calm when communicating with the child, (8) believe what the child says, (9) restore a sense of security to the child, (10) do not let the child blame themselves, (11) be careful in expressing anger in front of the child, and (12) ask for expert help to start the steps towards the child's psychological recovery. Second, the application of the psychology of communication between parents and early childhood to prevent sexual violence in early childhood can be done as illustrated in Table 1 below.

Table 1. Psychology of Communication for Prevention of Sexual Violence

No	What Parents Need to Do	What to Teach Your Child
1	Find out if the child's school has a sexual violence prevention program for children and teachers	Do not talk to or accept gifts from strangers they do not know.
2	Talk with your child about sexual violence	Always ask their parents' permission when going out of the house
3	Teach the child about the privacy of body parts	Shout or run away if they feel threatened by strangers without recognizing them
4	Listen when the child is trying to tell you something, especially when it seems difficult to do so	Do not separate from the group or walk alone in a deserted place
5	Know who the child spends time with	Always lock the bathroom when inside it

6	Tell someone if you suspect a child has been sexually abused.	Lock the bedroom when inside
7	Equip yourself with adequate parenting knowledge	Change clothes in a safe and secure place
8	Create two-way communication with your child	Equip children with self-defense knowledge
9	Accompany children when playing gadgets and watching television	Not allowing others to touch parts of his/her body in a way that is inappropriate and makes him/her uncomfortable
10	Instill religious education in children, especially the respect and appreciation part. This will prevent violence against fellow children.	Always and immediately report to parents or teachers if anyone touches their genitals or other body parts in a way they do not like
11	Teach children to defend themselves	Communicate to the child that he/she has the right to refuse and defend his/her belongings if others ask for what they have if they do not want to share.

The above opinion has also been emphasized and published in the MCH Book (Ministry of Health of the Republic of Indonesia, 2021) that parents need to take action in terms of protecting children from physical, psychological violence and sexual crimes. In the MCH Book, it is given how parents can build communication with children so that children avoid physical, psychological and sexual crimes, including (1) listen to children's stories attentively, (2) respect children's opinions and tastes even though parents may not agree, (3) parents learn to see from the child's point of view. Do not be quick to criticize or denounce the child's story, and (4) if the child tells something that might be dangerous, ask the child how they avoided the danger.

4. Conclusion

The research emphasizes the critical role of parents in providing sex education to early childhood as a foundational measure to prevent sexual violence and abuse. It highlights that families serve as the primary educational environment where children first learn about their bodies, interpersonal relationships, and moral values related to sexuality. Effective sex education, delivered by knowledgeable and supportive parents, is essential for children to develop a healthy understanding of their bodies, boundaries, and consent. However, the study also identifies significant challenges faced by parents, including a lack of knowledge and the influence of inappropriate media content.

Addressing these challenges requires enhancing parental understanding and communication skills to ensure that sex education is both age-appropriate and effective. Ultimately, the research concludes that proactive parental involvement in sex education is crucial for safeguarding children from sexual abuse, and that comprehensive strategies are necessary to support parents in fulfilling this vital role.

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