

The Relationship Between Knowledge and Parental Behavior in Children's Sex Education

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ABSTRACT

Parents are the leading figures in providing sex education, sex education is important considering the large number of cases of sexual violence against children. The behavior of providing sex education to children must be patient and repeated over and over again so that the child understands. Parents can also teach children to protect themselves and dare to say no when someone tries to make their child undress. Objective: To determine the relationship between knowledge and parental behavior in providing child sex education in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency. Method: This type of research is quantitative with a cross-sectional approach. Population 62 Respondents. The sampling technique is simple random sampling, done by randomizing each neighborhood. Data was collected using a questionnaire, and analysis was carried out using the Chi-Square test. Results: This study showed that 43 (69.4%) had good knowledge, and 44 (71.0%) respondents had positive behavior. Moreover, based on the Chi-Square test, $p(0.00)$ was found. There is a relationship between knowledge and parental behavior in providing child sex education in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency.

Introduction

The problem of Child Sexual Abuse (CSA) or sexual abuse of children in Indonesia is still relatively high. Based on data from the Child Protection and Online Information System (SIMFONI PPA), from January 1 to July 31, 2020, the number of children who were victims of sexual violence reached 2,556 children per year, with a total of 4,116 cases. The number of cases continued to increase in August to 4,833 cases (KPPPA, 2021). In 2018, a study conducted by Ipsos Global Advisory on 27 world countries, 32% of sexual harassment is a problem in all countries surveyed, and 28% is a matter of sexual violence. Of the 27 countries, Peru is the country with the most significant percentage, with 58%, considering that sexual harassment is a significant problem facing women (Ipsos, 2018). At the Tegal district police station, based on records from the Tegal Police Criminal Investigation Department, there were 11 cases of violence against women and children (Amirudin, 2020).

Sexual violence often occurs without being known by parents; children are generally afraid to report what they are experiencing. Perpetrators may use threats of persuasion and pity to lure children or prevent children from telling their parents (Handayani, 2017). Sexual exploitation of minors by those closest to them, even by the victim's own family, is commonplace. The increase in cases of violence is clear evidence of children's lack of knowledge regarding the sex education they should receive from

their parents from the age of one year (Yafie, 2017). Children also have a high level of curiosity, if children do not find the answer to their curiosity, they look for information from other sources, which is not necessarily true (Ratnasari & Alias, 2016).

Parents are an informal school in education (Hero, 2018). Parents As the leading figures in providing sex education, parents must understand and understand the things that cause and give rise to negative things for their children. Parents must provide and teach their children this sex education correctly because the influence of sex education is long-term for a child, so providing sex education from an early age is very important (Sari et al., 2021). Sex education is essential, considering the large number of cases of sexual violence against children (Ratnasari & Alias, 2016). Sex education, if received at an early age, has a significant influence on a child's life, one of which is maintaining the health of their body from people who have bad intentions towards children. However, most people still think that sex education is not suitable for underage children (Yafie, 2017)—a lack of education about sex from parents and parents do not know enough about sex education. Children can search for information related to sex through various sources such as books, magazines, films, and the internet, quickly making children confused and biased because it is obtained from inappropriate sources (Ratnasari & Alias, 2016).

The impact of not being given education at an early age results in high levels of sexual violence against children. This phenomenon shows the importance of understanding sex education in early childhood (Sulistianingsih, 2016). The behavior of providing sex education to children must be patient and repeated over and over again so that the child understands. However, not all parents can explain this easily to their children and tend to avoid giving sex education to children because parents still think that sex education is taboo (Utami, 2005). For young children, of course, the behavior of providing sex education is given according to their developmental age. For example, parents briefly introduce their child's genitals. When bathing a child, parents can explain the hair, the head, hands, feet, stomach, and genitals (Adisti, 2020). Parents give children the understanding that if someone tries to touch them without their parent's knowledge, then the child must scream, run away, or try to protect themselves and immediately report it to their parents (Hasiana, 2020). Children aged 7-10 experience rapid development and begin exploring the outside world. Children think not only about themselves but also something outside of themselves (Sheikh, 2021). Ages 7-10 years are a group that is vulnerable to sexual violence (Setyowati et al., 2017). At this age, parents can provide information about the development of genitals through tools related to children, such as books. Parents can also teach children to protect themselves and dare to say no when someone tries to make their child undress (Camelia, 2016).

Results of a preliminary study conducted in the RW 002 area in Hamlet Kesambi, South Prupuk Village, by interviewing five parents, stated that three people already knew about sex education. In contrast, two people did not know about sex education. When children ask about sex, for example, "Where do babies come from?" some parents are still confused about explaining and choose to remain silent if their children start asking about sex and assume that sex education is only given to school children. Many parents' behavior in providing sex education is still not applied to their children, such as

not separating beds at the age of 7, not forbidding their children from bathing together with the opposite sex, allowing their children not to wear clothes when leaving the house, allowing their children to go to bed in the room without the owner's permission and letting his child play with gadgets without his supervision. When interviewed, several parents said they still did not know what sex education should be conveyed to their children. Based on the description above, researchers are interested in doing this study regarding the relationship between knowledge and behavior of parents in providing sex education to children in the Hamlet Kesambi, South Prupuk Village, Margasari District, Tegal Regency.

Method

This research is an analytical survey research type with a cross-sectional approach. The research was conducted in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency. This research aims to determine the relationship between knowledge and parental behavior in providing child sex education in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency—research time in June 2023 for one week.

The target population in this study is all parents (mothers) residing in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency, totaling 458 people. This study's target population is all parents with children aged 7-10 years residing in the hamlet. Kesambi, South Prupuk Village, Margasari District, Tegal Regency, totaling 74 people. Inclusion criteria: Parents (mothers) with children aged 7-10 years and parents residing in Kesambi South Prupuk Hamlet, Margasari District, Tegal Regency, willing to be respondents as stated in the informed consent sheet. Exclusion Criteria: Parents (mother) who are sick, parents (mother) who have died.

The sample in this study was 62 people, and the data collection technique used was simple random samples by drawing lots in each RT. This draw uses a shuffle method by giving numbers on small pieces of paper according to your needs. This research analysis uses the Chi-Square statistical test. The research uses a questionnaire instrument in the form of a statement. The first is a questionnaire about parents' knowledge of sex education, and the second is about parents' behavior in providing sex education (Putri, 2022).

In carrying out the research, the researcher has applied for permission and received approval from Ethical Clearance No.227/VI/2023/Komisi Bioetik from Universitas Islam Sultan Agung Semarang.

Results

Table 1. Description of Parental Knowledge About Children’s Sex Education

Parental Knowledge	F	%
Not enough	19	30.6%
Good	43	69.4%
Amount	62	100%

Source: Primary Data, 2023

Table 1 shows that 19 respondents (30.6%) had poor knowledge, while 43 respondents (69.4%) had good knowledge.

Table 2. Description of Parental Behavior in Providing Children's Sex Education

People's Behavior in Giving	F	%
Negative Behavior	18	29.0%
Positive Behavior	44	71.0%
Amount	62	100%

Source: Primary Data, 2023

Table 2 shows that 18 respondents (29.0%) had negative behavior, while 44 (71.0%) had positive behavior.

Table 3. Relationship Between Knowledge and Parental Behavior in Providing Children's Sex Education

Parental Knowledge About Children's Sex Education	Parental Behavior in Providing Children's Sex Education			
	Negative Behavior	Positive Behavior	Amount	P value
Not enough	13	6	19	0,00
Good	5	38	43	
Amount	18	44	62	

Source: Primary Data, 2023

Based on Table 3, the results of this research show that the results of testing Using the SPSS Chi-Square test, the results obtained a significance p-value of 0.00 (< 0.05), indicating that there is a significant relationship between knowledge and parental behavior in providing child sex education in Hamlet Kesambi, South Prupuk Village, Margasari District, Tegal Regency and OR = 28.889, meaning that more excellent good knowledge will provide positive behavior in providing children's sex education.

Discussion

Knowledge is an important thing that parents must have in protecting their children from sexual crimes. Adequate parental knowledge can help in providing sexual violence prevention education to their children (Salloum et al., 2020). Education Sex is a form of providing the right experience to children to help them adapt to their life in the future. As a result of providing experience to the child, the child will acquire an excellent mental attitude towards sexual problems and hereditary problems (Aziz, 2015). Sex education allows children to understand their physical condition, knowledge about the opposite sex, and knowledge about avoiding sexual violence. Children can learn about sex education from an early age, through sex education for children, children can obtain accurate information about sex, and hopefully, children can avoid negative sexual behavior and dangerous behavior (Jatmikowati, 2015). The objectives of sex education are given according to different developmental ages. At toddler age, the aim is to introduce your sexual organs, such as explaining other parts of the body, including their functions and how to protect them. At school age, starting from 6-10 years, the aim is to understand gender differences (male and female), inform about human origins, and clean the genitals properly to avoid germs and disease (Ratnasari & Alias, 2016). Sex education for early childhood is also an essential stepping stone towards broader knowledge that children will experience at a later age (Irsyad, 2019).

Parents should be the primary source for children to gain an understanding of sexual education. Sexual education efforts from parents and teachers can prevent sexual violence against children (Justicia, 2016). Sex education is challenging to apply to children because it is still considered taboo in society, let alone teaching it, and even talking about it is very difficult. Therefore, many children are at risk of experiencing sexual violence (Amalia, 2018). However, sexual education needs to be given to

children through parents and teachers because, at that time, children are curious about where they can search for information through several media, such as the internet, if their parents cannot provide clear information (Padmadiani, 2021). They are providing sex education with an understanding of healthy sexual behavior using lecture, discussion, and brochure methods (Helmi, 2015). Parents must give sex education to their children as early as possible. They are precisely starting when children are 3-4 years old because, at this age, children can carry out two-way communication, understand their body organs, and continue to introduce internal body organs (Ratnasari & Alias, 2016). The impact, if children are not given sexual education from an early age, is the possibility that children will experience sexual harassment, where as time goes by, sexual harassment not only occurs in adults but is currently the target of perpetrators of sexual harassment. (Dermawan et al., 2023).

It is essential to give sex education to every human being, especially elementary school-age children. Providing sex education for elementary school-age children will be a preventive measure against various possible sexual harassment incidents in the future (Insiyah, 2020). It is felt that sex education is essential to be integrated into the learning of elementary school-age children. The urgency is that there is concern if children find out about pornography first from a society that is irresponsible and beyond the control of parents. Therefore, educators should immediately provide this knowledge to children and teenagers, whether they have reached puberty before their minds are filled with incorrect knowledge that leads to sexual deviation (Muhimmah, 2022). Teaching sex education to children should be sensitive to the expressions seen in children. Because sometimes children talk about sex not through their words but with expressions. There are several strategies that educators can use in teaching sex education to children to make children comfortable with their bodies. When the child is comfortable with his body, children will enjoy our activities (Ifadah, 2021).

Providing sex education must be age-appropriate at the age of 3-5 years. In this age range, teaching about body organs and the function of each body organ is the most appropriate time to teach this, which is while bathing. It is hoped that people will avoid disrespectful references to their genitals in society. For example, like a vagina or penis, do not use other words like "apem" or "bird" (Ratnasari & Alias, 2016). At the age of 7-10 years, sex education is given by separating their beds and teaching them to keep their genitals clean; children are accustomed to asking permission when going into their parents' room (Erliani, 2017). At this age, your little one is taught how to protect himself. Parents can teach children to refuse to undress even if there is a reward or to refuse to have their genitals touched by friends (Ratnasari & Alias, 2016). At the age of 11-12, provide more detailed information about what will change in the child's body as puberty approaches, which tends to differ for each individual. At the age of 12-14 years, the sexual urge during puberty increases; therefore, parents should teach what the reproductive system is and how it works (Ratnasari & Alias, 2016)

Parents also introduce body parts that no one should touch and are the child's most valuable personal possessions. This part is from the shoulders to the knees, and no one should see or touch the child's genitals. If someone tries to touch the child's body appropriately, teach them to scream and run away from the person. With the many incidents that happen to school-age children related to cases of

sexual violence, parents should supervise their children more closely, both in social situations in the real world and in the virtual world. Parents can cooperate with the school to supervise their children. Moreover, it can limit cell phone use (Ligina, 2018). Mothers can also control children's activities, such as making friendships and watching what children watch (Maulida, 2020). Children may get inaccurate information from mass media, such as TV shows with lower levels of education (Jatmikowati, 2015).

The reason why parents do not provide sexual education to children is that parents lack knowledge of how to provide sexual education according to the child's age, so parents usually get angry, rebuke, and change the topic of conversation. After all, parents feel awkward talking about sex, even though sexual education is not always about sexual intercourse (Sulfasyah & Nawir, 2017). Apart from a lack of knowledge, people in general feel it is taboo to talk about matters relating to sexuality. This is because it is based on heterogeneous cultural and social factors in society, which prohibit discussing sexuality in public (Suteja, 2019).

Understanding sex education for children from an early age is sufficient knowledge for parents, such as telling children what kind of contact is not good, allowing them to act according to their nature, instilling shame in children from an early age, and teaching children about -things that people should not touch. Sex education for children not only teaches sex knowledge but also seeks to provide children with an understanding of the natural organs and instinctive functions that appear according to their age, as well as guidance on the care and maintenance of internal organs (Chomaria, 2014).

Parents' perceptions about sex education, which is still taboo to discuss, must be eliminated first. If parents have a negative perception about sex education, which is still taboo, then parents cannot explain to their children about sex education itself. The opinion of parents and society that sex education is taboo can be caused by the level of education of the parents. A mother's practice of providing sex education to her child is influenced by her personal beliefs about how important it is to provide sex education from an early age. If the mother believes that sex education from an early age will positively impact her child, then the mother will provide that education, and vice versa (Aprilia, 2015).

According to Aqidah (2020), the research results, namely knowledge of preventing sexual violence in school-aged children, were categorized as good at (66.7%). Giving children the correct knowledge will allow them to adapt well to their sexual attitudes in the future, and providing this knowledge will allow them to have the correct logical inclination towards sexual and reproductive issues. Having good knowledge about the importance of early childhood sex education will also influence the mother's attitudes and behavior toward her child. Parents will be brighter and wiser in facing and responding to problems regarding early sex education, which must be given to children according to their age (Zolekhah, 2021). Efforts to provide children with the correct knowledge to prepare them to adapt well to their sexual attitudes in future life. Providing this knowledge will enable children to acquire the correct logical tendencies toward sexual and reproductive issues or a means of applied sex education (Putri, 2018).

According to Mayola (2021), the results of the research were that parents' knowledge about sex education for preschool-age children was categorized as good at (59.4%) and the implementation of

children's sex education was categorized as good at (66.1%). Having parents who have a good application of sex education does not necessarily mean they have sufficient knowledge because we make the application without realizing it. Parents' knowledge in carrying out sex education includes what is suitable for parents to convey based on the child's characteristics in terms of age, mindset, behavior, and gender. Parents' ability to convey sex education lies in how it is delivered, what model they choose, and what language they use. With preparation in the form of knowledge and skills, the quality of sex education in the family will be improved. Increasing sex education in the family will increasingly reduce children's chances of sexual deviation (Insiyah & Hidayat, 2020).

Research results by Fisnawati et al. (2015) show that parents' knowledge about sexual health in children aged 7-12 years is in the medium category, namely 185 people (50.1%). Seventy-four parents had a negative attitude toward preventing sexual violence against children (20.1%), and 111 people (30.1%) had a positive attitude. The higher the level of education and the more information a person receives, the higher their knowledge, especially about sexual health in children aged 7-12 years. The more positive the attitude that is formed, the more likely parents are to properly and correctly prevent sexual violence against their children. One of the factors that can influence mothers in providing sex education to children is the knowledge gained by mothers about sex education that parents received in the past, which will indirectly influence the way parents educate their children. Parents are so confused about sex they never discuss sexual feelings and desires about someone. No one thought they would teach children about sex. Parents fear seeing their children become sexual creatures because they are not sure about explaining it to their children (Sulistianingsih, 2016)

Research results by Anjani (2017) showed that 19 (88.2%) working mothers had good knowledge about early sex education for children aged 3-6 years, and 30 (88.8%) mothers had exemplary implementation. In this application, mothers work in providing early sex education to children well because mothers can apply the knowledge gained well to children, such as teaching children and telling them things that other people can and cannot do to them and telling other people what they are doing. Just as other people do to their bodies, working mothers can get sex education from various media.

Research results in Sulistianingsih's (2016) knowledge data showed that the average value of mothers' knowledge about sex education for children was 65.5 ± 9.5 . In the behavioral data, the average value of maternal behavior in providing sex education to children was 75.63 ± 10.33 . Cases of sexual violence against children increase every year. This condition is caused by children not being provided with adequate sexual education by their parents. Providing sexual education by parents can protect children from cases of sexual violence. Sex education is essential for children as an effort to prevent sexual violence.

Conclusions

Most parents in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency know about children's sex education well. Most parents in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency have positive attitudes regarding providing children's sex education. There is a

significant relationship between knowledge and parental behavior in providing child sex education in Kesambi Hamlet, South Prupuk Village, Margasari District, Tegal Regency.

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