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File name: 2510-Article_Text-14309-1-4-20211130_-_after_review-revision.doc (268.5K)

Word count: 3704

Character count: 19849



IMPROVING MATERNAL SKILLS TO PROVIDE SEX EDUCATION FOR PRESCHOOL CHILDREN THROUGH TRAINING WITH AUDIOVISUAL AIDS (AVA) MEDIA

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ARTICLE INFORMATION

Received: Month, Date, Year
Revised: Month, Date, Year
Available online: Month, Date, Year

KEYWORDS

Audiovisual, Skill, Early Sex Education,
Mother

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ABSTRACT

Cases of sexual exploitation and pedophilia become the phenomenon of the iceberg. Child Protection Commission Data found 120 cases of sexual violence (2016) and 116 (2017), in East Java 393 (2017) and 117 (February 2018), in Probolinggo 35 cases (January-April 2016). The preliminary study that 16 mothers known 69% difficulty answering questions about their child's sexuality. Purpose to analyze improving mother's skills about giving early sex education by AVA. Methods were pre-experimental pre-post-test design. The population was all mother, preschool children in Condong and Sumbersecang were 234 people, the sample was 146, simple random sampling, instrument questionnaires, observation sheet, video, Fisher's Exact Test. The results that 74.7% of mothers have 25-40 y.o (mean 32.1), 64.4% as housewives, 45.9% have an income of 500.000-1 million IDR. Fisher's Exact Test of age toward skills, employment toward skills, the family income toward skill ($p_1=0.000$; $p_2=0.000$; $p_3=0.000$). Several 92.5% mothers have the low skill to give sex education before training; 76.7% of mothers have good skill after training ($p = 0.048$). The provision of sex education training with AVA can improve the mother's skills. The mothers must have the skill to give early sex education to prevent child sex crimes.

INTRODUCTION

Cases of sexual exploitation and pedophilia in Indonesia are increasingly alarming problems such as the iceberg phenomenon and the victims being children. The term child varies greatly, i.e. between the ages of 0-18 years, while early childhood is between 0-6 years. This age is an important period of formation of sex behavior and orientation in adolescence that has a direct influence on his sexual life and can be accounted for (Zhina, 2013) and (Angraini, 2017).

At this age, children should get protection, affection, education, and playtime (Alfatih 2017). The role of parents becomes very important, one of which is to educate children because the child first acquires knowledge from parents, especially the mother as the person closest to the child.

Data from Indonesian Child Protection Commission (ICPC) in 2016 in Indonesia found 120 cases of sexual violence in children and in 2017 as many as 116 cases, while in East Java in 2017 as many as 393 cases, in February 2018 as 117 cases. In Boyolali there were 4 cases of sexual abuse in kindergarten children, while data from the Probolinggo District Child Protection Commission (ICPC) from January-

April 2016 found 35 cases and the perpetrators were mostly the closest people, namely stepfather and biological and neighbors. (Ilmiah, Amelia, and Azizah, 2019).

The cause of the still high number of cases of sexual violence in children is a lack of knowledge about how to provide correct sex education to children. As a result of the onset of traumatic feelings in victims of sexual violence, impaired self-confidence, can be a perpetrator of pedophilia in adulthood, increasing cases of prostitution in children, and criminality such as murder. In addition, parents perceive that talking about sexuality in their children is something taboo to talk about (Fatmawati, BM, and Kusumawati, 2018).

The results of a preliminary study conducted by researchers on August 16, 2018, to 6 mothers of pre-school children in PAUD and Kindergarten Raudatul Hasan and 5 mothers in Harapan Kita Desa Condong kindergarten and 5 mothers in Al Hidayah Sumber Secang kindergarten by way of interviews about sexual problems that are why she has a different gender with her friend, Where does he come from, why do men and/or women wear different clothes, limb function. The results from 16 mothers showed that 11 mothers (69%) had difficulty answering their children's questions correctly, especially about the question of where he came from, why he had a different gender, and about the function of the limbs.

result of not providing early sex education according to the age of the child will trigger sexual violence in children. Sexual violence in children alone will have short-term and long-term effects. Short-term impacts are feelings of guilt and self-blame, the shadow of events where children receive sexual violence, nightmares, insomnia, fear of things related to abuse (including objects, smells, places, visits by health workers either doctors or midwives and so on. The long-term impacts are self-esteem problems, sexual dysfunction, chronic pain, addiction, suicidal ideation, injury, somatic complaints, depression. In addition, psychological disorders such as post-traumatic stress disorder, anxiety, mental disorders including personality disorders and dissociative identity disorders, a tendency to victimize in adulthood or become a pedophile in adulthood, bulimia nervosa, physical injury to children (Diana, 2017).

Efforts to prevent sexual violence and sexual exploitation are carried out by providing correct sex education according to the age of the child by the closest person, the mother. Early sex education in children should be given from the age of 4-6 years (Sulistianingsih and Widayati, 2016). Sex education provided at this age is in children who are participating in PAUD (Early Childhood Education) or kindergarten (Kindergarten) / RA (Raudatul Athfal) which is the integration of educational, nurturing, or protection and health services including matters related to the nutritional status of children (Anggraini, 2017).

In children of this age, it is necessary to be given sex education early on. Sex education in the early stages can be done by teaching completely wrong concepts, teaching how to take care of yourself, maintaining body hygiene, how to interact with others as well as how to educate children's behavior about

sex (Haryono et al., 2018). Knowledge, attitudes, maternal skills in communicating, have an important role in sexual behavior and correct sexual orientation and are responsible for pre-school children (Sulistianingsih and Widayati, 2016). How to provide sex education can be done using various media, including both print and electronic by singing, storytelling, or storytelling, or by watching videos related to early sex education. The results of research on Maternal Characteristics in the Application of Early Childhood Sex Education in Kindergarten MDI 1 Garen Ngemplak Boyolali Subdistrict that education, work, knowledge are related to the ability to apply early childhood sex education (Haryono et al., 2018).

The difference between this research and previous research is the use of audio visual media in the form of educational videos about early sex in children through songs that are easy to remember and practice by mothers and their childrens. This study aimed to analyze the improvement in maternal skills in providing early sex education with AVA media.

METHOD

Type of quantitative research with pre-experimental pre-post test design. The population of this study is all mothers of pre-school children PAUD and kindergarten in Condong village and Sumber Secang village probolinggo regency as many as 234 people. Research samples of some of the mothers of pre-school children PAUD and kindergarten in Condong Village and Sumber Secang Village Probolinggo regency as many as 146 people. Simple random sampling technique with questionnaire sheet research instruments, observation sheets, videos. Data collection techniques are carried out by explaining the purpose and procedure then providing an informed consent sheet to be signed by the child's mother and providing a questionnaire sheet and explaining how to fill out questionnaires to collect data on age, employment, income, and observation of maternal skills on applications how to provide early sex education before training and after training using educational sex video media that has been made by researchers. The videos of early sex education in this research were in the form of songs accompanied by cartoon images that showed which body parts could and should not be touched by others. The length of time to observe the successfully of the mother in practicing how to teach early sex education to children before the intervention and after the intervention is within 1 day. The independent variables are age, employment, income, and depending variables i.e. skills providing sex education. Analysis of research data using Fisher's exact test. This research has been conducted ethical review by the Health Research Ethics Committee of STIKES Hafshawaty Pesantren Zainul Hasan with Number: KEPK/064/STIKesHPZH/IV/2019.

RESULT

This study was conducted in PAUD and kindergarten in Condong Village and Sumber Secang Village of Probolinggo Regency with a sample number of 146 people. The results of this study can be seen in tables 1 and 2. Based on the results of the study in table 1 that 74.7% of pre-school children's mothers have a lifespan between 25-40 years with an average age of 32 years. Based on work it is known that 64.4% of mothers do not work or as housewives who are in charge of taking care of children and families at home and delivering children to school and based on the income it is known that almost some mothers have a monthly income from their husbands for mothers who do not work, which is 45.9% between Rp.500,000-1,000,000. It is known that age affects the mother's skills in providing sex education to her child ($p = 0,000$), the mother's work also affects the mother's skills in providing sex education to her child ($p = 0,000$) and the family's monthly income affects the mother's skills in providing sex education to her child ($p = 0,000$). Based on the results of the research in table 2 that the skills of mothers before being given training on how to provide early sex education with Audiovisual Media are known 92.5% are not skilled in providing sex education to their children both how to tell the parts that can and should not be held by others, how to tell the part that parents and doctors or midwives should do and how to tell children about the efforts that children should make if they want to get Sexual crimes from others and the child's age-appropriate language skills are also still not skilled. After being given training on how to provide early sex education with Audiovisual Media it is known that there is an increase in skills as much as 76.7% of skilled mothers practice how to provide early sex education to children properly according to age and with non-vulgar language. Fisher's Exact Test results obtained a value of $p = 0.048$ which means the provision of sex education training with Audiovisual Media in the form of sex education videos significantly affects the skills of mothers before and after training.

Table 1. Influence of Age, Occupation, Respondents' Income on Maternal Skills in Providing Sex Education

No	Variable	n = 146	%	p
1	Age (Years)			0.000
	18-24	19	13.0	
	25-40	109	74.7	
	41-59	17	11.6	
	≥60	1	0.7	
	Average= 32.18			
2	Work			0.000
	IRT	94	64.4	
	Laborer	8	5.5	
	Farmer	22	15.1	
	Self-employed	11	7.5	
	Private	8	5.5	
	PNS	3	2.1	

3	Income (Rp.)			0.000
	<500.000	58	39.7	
	500.000-1.000-000	67	45.9	
	>1.000.000	21	14.4	

Table 2. Influence Of Maternal Skills before and After being given training on how to provide early sex education with Audiovisual Media

No	Variable	n = 146	%	p
1	Skills before			0.048
	Unskilled	135	92.5	
	Skilled	11	7.5	
2	Skills after			
	Unskilled	34	23.3	
	Skilled	112	76.7	

DISCUSSION

Training is a way of providing information by demonstrating directly about something that is sexuality. Child sexuality is everything related to the biological and physical aspects of the child. Skill is an ability performed by a person through real and continuous effort and can be done repeatedly involving cognitive and technical abilities (Salsabila, 2017).

Sex education is an attempt to transfer information about matters related to the body and everything related to sexuality in men and women. Providing quality sex education needs to be pursued continuously. The purpose of providing early sex education is for children to know about their limbs that will grow and develop with age, prevent non-violence or sexual crimes in children, reduce guilt and shame related to sexuality, increase the child's response to sexual activity. Techniques and strategies provide sex education tailored to the local tribe or culture. The benefits of giving early sex education to children according to age, namely children gain knowledge about sex and open children's insights about sex correctly and clearly so that children have awareness of the function of their respective reproductive organs, both men and women, and understand how to maintain and maintain it. In addition, other benefits can prevent children from various possible sexual crimes from irresponsible others and provide a sense of responsibility to the child about his sexuality (Haryono et al., 2018).

Things that are taught to children about early sex at the age of 4-6 years are about body parts that can and should not be held by others, body parts that can be held by parents that will help clean the child's body when finished urinating or defecating and bathing and body parts that can be held by health workers either doctors or midwives accompanied by parents and what efforts children need to make if the child will get unpleasant treatment from unknown people such as groping a body covered in underwear (Salsabila, 2017).

Other things that need to be introduced to children are related to the form of clothing such as skirts and pants and game tools such as cars, dolls used by boys and girls need to make a difference to avoid mistakes in doing parenting (Hety, 2017). Other games that can be given to children so that children can easily understand their sexuality and can be responsible for their sexual life are by using sand games and singing. To be able to do this requires the skills of a mother as the first and closest education to the child.

Several factors affect a person's skills, namely the mother in applying how to provide early sex education properly according to the age of the child, namely internal factors and external factors. Internal factors include age, education level, employment, socioeconomics, perceptions, attitudes, vulnerability beliefs, beliefs about obstacles, motivation (Fatmawati et al., 2018), and (Salsabila, 2017). While external factors include information sources, media, school environmental factors, the role of teachers in schools, learning curriculum (Hety, 2017) and (Aprilia, 2015).

Sources of information about a child's sexuality will determine right and wrong about the child's knowledge and behavior towards his or her sexuality and to make it easier for the child to understand it can be used in various ways through play tools or audiovisual media that are interesting to concern the child. In addition, school environmental factors also support the success of providing early sex education to children, namely the role of peers, teachers in schools and the existence of learning about child sexuality integrated with the curriculum or learning process in schools (Hety, 2017) and (Aprilia, 2015).

The results of this study showed that maternal age factors influence maternal behavior. The mother's age is in the early adult stage (Nurvianti, 2016). Early adulthood is a fairly mature age and age that can easily obtain or receive various information from a variety of sources (Notoatmodjo, 2014). It is in line with the results of Nurvianti and Aprilia's research that the older the mother will have more experience including about sexuality, although not all older maternal ages will be more skilled in providing early sex education (Aprilia, 2015) and (Nurvianti 2016). The results of the study also found that almost some mothers have jobs as housewives. Mothers who are not working tend to have more free time compared to working mothers. The free time that a mother has can be used to monitor her child and provide information about sexuality to her child, although not all mothers who are not working will be skilled in applying how to provide sex education that is correct according to the child's age. How to obtain information in this era can be obtained from various sources both from print media such as newspapers, magazines, books and electronic media such as mobile, video, television, and radio. This ease of access provides an opportunity for mothers to absorb more information including about the importance of early sex education for pre-school children. Although this is in Indonesia and various tribes in Indonesia is still a taboo thing to talk about.

Furthermore, the results of the study are known that the income of the family per month classified as middle socioeconomic is known to affect the skills of mothers in applying how to provide sex education

to their children according to age correctly. The higher the mother's income will provide the opportunity to more easily access various sources and information media including those related to child sexuality (Salsabila, 2017). Mothers who have their income and or higher family income may have a variety of information media both in the form of television and other media.

Another factor that affects the mother's skills in providing early sex education according to the age of the child is the provision of training on child sex education. The results showed that the provision of training using audiovisual media was proven to improve the skills of mothers in applying how to provide early sex education properly to their children. Audiovisual media has the benefit of being a tool to make it easier for mothers to remember or see the contents of messages contained in the video to make it easier for mothers to apply it after the training activity ends.

The results of the researchers' research are supported by similar research that teacher skills improve after being given training on how to provide early sex education to children by using various game media that children like including dolls, puzzles, and singing (Haryono et al., 2018) and (Diana, 2017). Teachers and mothers are people who are close to the child who interacts every day with the child. The teacher's skills about sexuality are also the same as the child's parents' skills about sexuality. For teachers and parents who have never been exposed to information about early childhood sex education, then they will have fewer skills, while those who have been exposed and get training will have better skills, although sooner or later skilled behavior is influenced by age, education, knowledge, employment, tribe and income (Haryono et al., 2018).

The limitations of this research are the interventions given by researchers in just a period of 1 day and continued with observation after the intervention on the same day and the involvement of the closest persons other than the mother has not been observe by researchers, so the results of the research still need to be continued by examining the factors of other closest people such as fathers, grandparents, grandmothers, and teachers. This research has had a more impact on protecting children from sexual crimes that can be committed by closest person to them. Children who are given early sex education may be able to protect themselves from various sexual crimes that can affect the child's psychological in adulthood.

CONCLUSIONS

Age, employment, and income affect the mother's skills in providing early sex education to their children and training how to provide early sex education according to the age of the child using audiovisual media affect the skills of the mother before and after being given training on how to provide the right early sex education in children of pre-school age and by using non-vulgar language. The older the mother's age followed the more experience about something including about sexuality. The age of a

more mature mother will affect the ease of receiving and absorbing information that can affect her skills. Mothers who do not work have more free time compared to working mothers so that mothers who work as housewives are known to be more skilled and mothers who have a larger family income per month are known to be more skilled because mothers will be easier to access both printed and electronic information using the money they have. Media can help make it easier for mothers to remember and practice something. Therefore, it is recommended that mothers who have pre-school age children be skilled in providing early sex education to their children to prevent non-sexual crimes in children. Furthermore, early sex education can be integrated with learning in schools and supported by teachers and fathers as the closest person to the child other than the mother.

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