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### The Role of Teachers in Teaching Sexual Education for Primary School Students

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**Abstract:** Teachers in primary school have role as second parents at school by teaching and guiding students to prepare them for real life in the community. Primary school students, in the age range 6-12 years, are prepared for further development in adolescence or puberty. At that age, both male and female students are exposed to various sexual problems. Therefore, it is important to provide sexual education for primary school students. Unfortunately, schools only teach the function of reproductive organs. Teachers do not explain the dangers of sexual deviance and important values of sexual education. Often teachers are very awkward when they teach something related to sex. It makes children curious and will find out more about sex by themselves. They look for it on the internet where there are a lot of inappropriate content for primary school students. The lack of sex education needs to be improved so that cases of adolescents who have premarital sex, people who are pregnant out of wedlock and other sexual deviations may be reduced in the future. Therefore, teachers are expected to play a big role in accompanying the growth and sexual development of students. This paper contains thoughts and ideas of the author in maximizing the role of teachers in teaching sexual education for primary school students.

**Keywords:** *teacher, sexual education, primary school*

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#### A. Introduction

Hearing the word "Sex Education" we think spontaneously toward the area of the genital organs, forms, roles and all its functions even sex. An unmistakable association. What if the association of sex education is linked to the child? Is it time for the child to "relate" to sex? If speaking in the context of education, of course, every individual has equal rights in the authority to obtain it. Only the shape alone is certainly proportional to the level of age and ability. Requires an expansive perspective in response to questions about sex education for children. Especially the discussion in relation to the role as parents there will be differences in perception. Given all individuals sooner or later will become parents. In essence the role of sex is not only the function of physical organs but also functions psychologically. Logically

certainly for children have not discussed the sex organs as a function of reproduction because it is not the time. Discussion is narrowed on the sexual function in psiology, its development and possible deviation.

Child sexual deviation is not a definite risk, meaning it is not always the disorder is faced by every child. The child's sexual development does not work by itself. Required help, direction and all the special attention that hope the child's sexual development is not misguided and normative development according to the child in general. The misaligned behavior on the masses previously has the potential to develop for the next term.

#### B. Methods

In this study the authors use the systematics as follows:

### 1. Type of Research

This research refers to the data or written materials related to the topic of discussion raised, this research entered in the category of library research (library research), which is a study using books as a source of data (Hadi, 1991, p. 9). Pure with written material related to the problem under study. Library Research, which is a useful way of knowing the scientific knowledge of a particular document or other literature proposed by earlier scientists and scientists in the present (Singarimbun, 1989, p. 5).

### 2. Data Collection Method

Data collection method used in this research is documentation method. Documentation method is a method of collecting data by analyzing the data needed, ie in the form of data sources from several literatures that have relevance to the theme of research (Arikunto, 1998, p. 236).

### 3. Research data consist of:

Books on sex education are primary data of research. While the secondary data is obtained by the author of the supporting books and related documents.

### 4. Research Approach

The approach used in this study is the educational approach because the author examines and examines the relevance of sex education. This approach is intended to be able to redefine objectives rather than sex education so that it is relevant to current educational needs

### 5. Data analysis

The method of analysis used in this research is as follows:

#### a. Descriptive Analysis Method

Descriptive analysis is a method used to analyze and provide interpretation of data that has been collected which then required a study of comparative study. In this model the analysis is a conceptual analysis (content analysis) on a content as contained in a newspaper or book. The data that

has been collected is analyzed by conceptual analysis (content analysis) because this model of analysis emphasizes on the discussion of the content contained in the book.

#### b. Deduction Analysis Method

Deduction analysis is a process of thinking that begins from the general facts towards a more specific direction to find conclusions (Sukardi, 2009, p. 12). This research will begin with facts relating to sex education in schools theories, thus finding a more specific conclusion about the purpose of applying the sex education in school.

## C. Content

### 1. Understanding Sex Education

Education is a process of changing the attitude and behavior of a person or group of people in an effort to mature man through the efforts of teaching and training, process, deeds and ways of educating (Madani, 2003, p. 23). While the term sex in a narrow sense means sex. As according to the experts are as follows :

Mugi Kasim interpret sex as a source of stimulation both from within and outside that affects taah lust which is natural (Amin, 1997, p. 38).

Syamsudin defines sex education as an attempt to guide a person to understand the meaning of his sex life, so that he can use it well during his life (Syamsudin, 1985, p. 14).

Nasih Ulwan mentions that sex education is an attempt to teach awareness and enlightenment about the sexual issues given to the child so that he understands issues related to sex, instinct and marriage, so that if the child has grown up and can understand the elements of life he has known the problems that are justified and forbidden even able to apply Islamic behavior as morals, habits, and does not follow lust or hedonistic ways (Ulwan, 1996, p. 72).

## 2. Why Sex Education Is Important for Children?

The rise of recent cases of sexual violence is no longer just threatening the people children and teenagers who are vulnerable to misinformation about sex. Increasing cases of violence is a clear proof of the lack of knowledge of children about sex education that they should have obtained from the first year by their parents. Sex education is important in view of the many cases of sexual violence against children and adolescents.

Results of research cited from an *Alternative Journal of Education on Early Childhood Sex Education* by Moh. Roqib shows that 97.05% of students in Yogyakarta have lost their virginity (Roqib, 2008, p. 2). Almost 100% or mathematically can be matched with 10 girls out of 11 girls are not virgins caused by sexual intercourse. The fact is very apprehensive to see the current condition of adolescents who are threatened in maintaining the sanctity of himself either because of coercion or because they both like to do it (free sex). This shows that the need for sex education to be given from an early age in order to provide information and introduce to the child how he should maintain and protect his organs from people who intend evil against him.

## 3. The Purpose of Sex Education In Children

The purpose of sex education according to age of development was different. As in the age of toddlers, the goal is to introduce sex organs possessed, such as explaining other body parts, including explaining the function and how to protect it. If not done earlier then there is the possibility of children will get a lot of problems such as having a habit of holding the pubic apparatus before bedtime, likes to hold the breast of others or other problems.

For school ages ranging from 6-10 years to understand the differences in

sex (men and women), informing human origin, cleaning genital instruments properly to avoid germs and disease.

While the age before *re maja*, sex education aims to explain the period of puberty and its characteristics, as well as receiving change from body shape.

So, in outline sex education is given from an early age (and in adolescence) to the following purposes:

- a. Helps children know biological topics such as growth, puberty, and pregnancy
- b. Prevent children from violence.
- c. Reduces guilt, shame, and anxiety due to sexual acts.
- d. Prevent underage girls from pregnancy.
- e. Preventing underage youth from engaging in sexual intercourse Reducing sexually transmitted infections.
- f. Helping young people inquire about the role of men and women in the community (Roqib, 2008, p. 5).

## 4. Sex Education by Age

### a. Age 3-5 years

In this age range, teaches about the organs and functions of each organ, do not hesitate also to introduce the baby's genitals. The best time to teach it is while bathing it. It is hoped to avoid mentioning that it is considered rude in society to refer to the genitals it has. Suppose like a vagina or a penis, do not be termed in other words like "apem" or "bird". You do not need to discuss too much about the sex of your child or teach it in serious learning conditions.

Also teach the child that his whole body, including his genitals, is his personal property that must be taken care of. Thus, children should be taught not to show their genitals in vain. Emphasize to them that they have the right and can reject hugs or kisses and all forms of affection expressed through

physical touch. This becomes important, because it is liked or not, many sex offenders are people who are close to the child's life. Parents are also expected not to force a child to hug or kiss someone else if he does not want him or her to learn to declare his rejection.

b. Age 6 - 9 years

In this age range, the child is taught what to do to protect himself. Parents can teach children to refuse to undress even if there is a reward or refuse to touch his genitals by his friend. In addition, in this age range, you can use certain animals that grow quickly and clearly visible gender differences (such as: chicks) at the time of growing up to teach about the development of reproductive organs. Encourage your child to participate in watching the progress. If they do not pay much attention to the smallest details, you can provide more information later while emphasizing that their genitals will also change as they grow older. Parents should pay attention to the mood of the child so that when delivering material sexuality, the child does not feel cornered, embarrassed, stupid, or become too wild in addressing sex.

c. Age 9-12 years

Provide more detailed information about what will change from the child's body as it is before puberty that tends to vary in each individual. Teach children how to deal with menstruation or wet dreams that they will experience later as a normal part of the individual developmental stage. At the age of 10, before puberty, you can begin a topic on genital health. Also make sure to your child, if he follows all these health rules, then they need not worry much.

d. Age 12 - 14 years

Sexual impulse in puberty is greatly increased, therefore, parents should teach what the reproductive system is and how it works. Emphasis on the difference between physical and emotional maturity for sexual intercourse is also very important to teach. Inform children of all kinds of biological, psychological, and social consequences if they have sexual intercourse. Parents in addition to teaching open communication with children, especially in talking about sexuality, also need to add the advantage of avoiding sexual activity too early before reaching adulthood.

Avoid using words that judge teenagers so that they do not feel hesitant, fearful, reluctant or angry when discussing their sexual experiences. If parents find it hard to talk about sexual topics with children, parents may ask psychologists or counselors to provide sexual education to their children and help parents feel comfortable discussing the topic (2018).

5. Sex Education in Children in Islamic Education

The main points of sex education in children in Islamic Education include several issues:

a. Embedding masculine and feminine souls

Awareness of the essential difference in the creation of man in pairs of men and women because it will be very useful for the association. The formation of the soul of feminism in women and masculine in men can be done by giving the role to the child according to gender. By assigning tasks to the sexes, a person will be a real man or woman (Suraji, 2008, p. 132).

b. Educate maintain eye sight

In addition to ethical application of views, should be

explained to the child also about the boundaries of aurat and muhriim for himself. Aurat is a member of the body that must be covered and should not be seen or shown to others (Ulwan, 1996, p. 17).

c. Introduce the mahrom

Preventing children to associate freely with friends of the opposite sex with certain limitations aims so that children are able to understand the ethics of associating in Islam is able to distinguish between muhriim and non muhriim so that understanding will always be embedded in the heart and become self-control at the time of child into adolescence (Suraji, 2008, p. 143).

d. Educate how to dress and decorate

Children should be accustomed to always wear Islamic dress, good clothes models, and straighten out the concepts of children's clothing model, so they do not fall into the concept of western clothing model that more erotic.

e. Educate how to keep genital hygiene

Practical guidance on the existence of *istinja'*, bath, and ablution is meant for the child to learn instantly to cleanse themselves, learn to clean the tools, and learn to recognize himself.

f. Providing understanding of *ikhtilam* and *haidh*

Understanding of *ikhtilam* and menstruation should be given and understood by the child before he really experienced it, so that in its sexual development can run fairly and there is no psychological burden. More than that so that children can run *syar'i* provisions that have come into force for him.

g. Separation of the bed

Separating boys 'and girls' beds aims to be able to understand and be aware of the existence of differences between men and

women, accustomed to avoiding promiscuity between different sexes.

6. Method of Sex Education in Children in School

Effective methods of conveying sexual education to children include the following:

a. Method of habituation

The method of habituation can be applied in sex education through how to familiarize children to keep the eye view of things that smell porn, familiarize the children sleep separately with their parents, familiarize children to keep the genitals clean, familiarize the child to not *berkhalwat* with the opposite sex without accompanied *muhriimnya* starting with small things for example, the separation of seats in the classroom, as well as familiarize the children dressed and decorated in accordance with the teachings of Islam.

b. Exemplary method

A good exemplary method (*Uswatun khasanah*) against children who are not so critical will greatly affect their daily behavior. In child sex education should be given exemplary in association, dress, and in worship. What is delivered by the teacher will be more easily absorbed by the students if accompanied by exemplary effort and a real example of the students.

c. Methods of reward and punishment

In sex education, methods of rewarding and punishment can be applied in order to inculcate Islamic rules concerning the issue of worship and ethics, especially sexual ethics. For a child who has obeyed the rules proclaimed to them, they are entitled to a prize even if only flattery and praise. However, if violated, they should be punished even if only a reprimand.

d. Question and answer methods and dialogue

Frequently asked questions and dialogues are very useful in instilling the basics of sex education in children, because one of the most common child instincts is always curious especially in the things that interest him. The question and answer method is not only done in class, but also can be done outside the classroom. Teachers should give students an opportunity to interact and share about things outside the academy, about the actual issues surrounding adolescent issues and sex education.

e. Method of supervision

Children should be given supervision to always close the aurat and provide understanding of the dangers arising from the visible visibility of others. Children also need to be supervised in the association to avoid free association with the aim that children are able to understand the ethics of socializing in Islam (Suraji, 2008, p. 168).

#### D. Conclusion

Sex education interpreted as an attempt to guide a person to be able to understand correctly about the meaning of his sex life, so as to use it well during his life. The subjects of sex education in children in Islamic Education include several things, namely to inculcate masculine soul and feminism, to educate to keep the eyes, introduce mahrom-mahromnya, give understanding of ikhtilam and haidh, and educate how to keep genital hygiene. The method that can be used is the method of habituation, exemplary methods, methods of gift and punishment, methods questioning and dialogue, and methods of supervision.

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