



Effectiveness of Health Education: Early Sex Education on Mothers' Level of Knowledge in Providing Sex Education to School Age Children 7-12 Years

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Article Information

ABSTRACT

Article History

Received: 25-04-2024

Revised : 15-05-2024

Accepted : 29-05-2024

Keywords:

Health education

Sex education

School

Children

Sex education for children is an effort so that children can learn about gender and also how to protect it, both in terms of crime, cleanliness and safety. This research was conducted with the aim of providing sex education to mothers starting from an early age. Researchers conducted research at the school stage at the age of 7-12 years, because at this stage children will always want to know something and are also able to receive information correctly and apply it. In this regard, health education is given to mothers because as a mother she must have good knowledge to teach sex education to her child, with the aim that the child can learn sex education correctly and not have a negative impact on him. The writing of this research uses a quantitative research method with a descriptive analysis method which aims to look at the phenomena that occur in a certain population using a cross sectional approach where data relating to variables will be collected at the same time. Data collection was carried out directly from respondents using a questionnaire sheet. In conclusion, the effectiveness of health education on the level of knowledge of mothers in providing sex education to school children aged 7-12 years shows that there are 30 mothers in the high category (90.9%) and 3 mothers in the high category (9.1%).) is in the medium category.

Introduction

Law Number 23 of 2002 concerning Child Protection, defines children as individuals under 18 years of age (Maulia & Saptatiningsih, 2020). Over time, children will experience growth and development according to an article from IDAI, 2017. Growth is an increase in physical size, children will increase in weight and height. Meanwhile, development is the increasing ability of the body's structures and functions to become more complex.

Child growth and development is divided into neonate, toddler, preschool and school phases. According to Wong (2009), the school stage or school age children are children aged 6-12 years, which means that school is the child's core experience. School children are physically stronger, have individual characteristics, are active and do not depend on their parents.

Many experts consider this school age period as a calm or latent period, where what has happened and been fostered in previous periods

will continue for the following periods (Gunarsa, 2006) in Pritasari, Damayanti & Lestari (2017).

Children are an investment in the nation's future so parents and educators have the responsibility to ensure optimal growth and development according to expectations. Children must continue to be cared for, guided and protected so that they are healthy and prosperous physically, emotionally, intellectually, socially and sexually. Parents not only play a role in providing material supplies, but have an important role in being responsible for all aspects of education (Dini et al., 2023).

The importance of the family's role in supporting children's growth and development cannot be doubted. Family is the first and main environment for children. In the family, children learn about values, norms and behavior that are accepted in society. Parents have a very important role in shaping a child's character and personality. They must provide love, attention and good care so that children can grow well physically and mentally (Geography, 2023).

One example of providing protection for children is by providing sex education given by parents starting from an early age, this is because teaching correct sexuality requires a long process, starting from birth to the final stages of adolescence (Maulana Muslich et al., 2023).

The Indonesian Protection Commission (KPAI) released in the same journal that at the beginning of 2018 there were 117 cases of sexual violence against children, while throughout 2017 there were 393 cases (Setiawan David, 2017).

And currently sexual violence against children continues to increase. According to data from the Ministry of Women's Protection and Child Protection (KPPA), in 2019 there were at least 1,500 reports of cases of violence and sexual abuse against Indonesian children. The impacts that can occur as a result of sexual violence are physical, psychological damage and death (Lestari and Herlina, 2020 in Suhasmi Ismet, 2021).

It cannot be denied that perpetrators of sexual crimes can come from people closest to the child, such as peers, relatives, neighbors and even their own parents. The bad impacts of sexual violence include; Children's self-esteem is disturbed, depression, excessive anxiety, deviant sexual behavior and loss of social skills (Ismiulya, 2022)

Sex education is given at school age because children at this age can talk both ways, know their own body organs, and can even start learning about other internal organs, it's just that preschool-age children cannot understand or realize this. But they are fully capable of helping themselves. If there is a threat or risk to them, whatever the possible presence (Adrian Kevin, 2021)

Gender differences can be observed in the shape and function of the human body, therefore it is natural for children to have a strong sense of attraction and interest in the bodies of the opposite sex (Mutiara, Y. 2023).

Sexual education at the age of 9-12 years is appropriate to start talking to children about the changes they are going through. This is so that children understand that menstruation, erection and ejaculation are normal. Apart from that, you also need to teach them how valuable they are and their bodies. Meanwhile, for sexual education at the age of 13-18 years, children begin to be attracted to the opposite sex. Therefore, it is okay for you and your partner to discuss issues of love, intimacy, and how to set boundaries in their relationship with the opposite sex. Not a few parents consider it trivial or taboo to provide sex education to children and teenagers. In fact, sex education or sexual education should start early. (Department of Social and Village Community Empowerment, Bangka Belitung Province, 2021)

Therefore, parental knowledge regarding sex education is very necessary when children enter elementary school. Lack of parental knowledge can cause children to receive wrong information, which has a negative impact on children's understanding of sex. So it is very important for parents to have knowledge about sex education, it is hoped that this can provide a correct understanding of sex to children. Apart from that, parents no longer consider sex education to be taboo when discussed with their children (Amaliyah & Nuqul, 2017).

Method

This type of research is quantitative research with descriptive analysis methods which aims to describe the level of knowledge of mothers in providing sex education to school children aged 7-12 years in RW.001 North Jakarta using a cross sectional approach. The population in this study were mothers in RW. 001 North Jakarta with total

sampling. This sampling technique is the simplest where the entire population is taken as a sample and the number of subjects is known (Firmansyah & Dede, 2022).

In this study, the sample determined was all mothers who had school children aged 7-12 years who were willing to become respondents.

Results and Discussion

In this study the number of respondents was 33 people, with 10 people aged 26-35 years (30.3%), 15 people aged 36-45 years (45.5%), then 7 people aged 46-55 years (21.2%), and 1 person aged 56-65 years (3.0%), meaning that there were more respondents aged 36-45 years than those aged 26-35 years (30.3%), then those aged 46-55 years and followed by ages 56-65 years.

The education of respondents in this study was 6 people (18.2%), 4 people had graduated from elementary school, 4 people had graduated from high school (12.1%), 19 people had graduated from high school (57.6%), then 3 people (9.1%) had a bachelor's degree, and 1 person (3.0%) had a higher education, meaning that respondents with higher education were high school graduates, elementary school graduates, junior high school graduates, then bachelor's graduates and followed by education etc.

The level of knowledge of mothers in providing sex education to elementary school children aged 7-12 years resulted in 30 mothers getting the high knowledge category, namely (90.9%) and 3 mothers (9.1%) getting the medium knowledge category.

Conclusion

Distribution of demographic data of parents (age and level of education) of respondents who have elementary school age children aged 7-12 years, on average 36-45 years old, 15 mothers (45.5%) and the average level of education of respondents is at There were 19 mothers (57.6%) of the 33 respondents at high school level.

The frequency distribution of mothers' level of knowledge about when to provide sex education from an early age was 29 mothers (82.85%). The frequency distribution of mothers' level of knowledge about providing sex education according to their child's age was 33 mothers (100%).

The frequency distribution of mothers' level of knowledge about providing sex education gradually and continuously was 23 mothers (71.2%). The frequency distribution of mothers' knowledge levels regarding the open delivery of sex education was 29 mothers (89.35%). The frequency distribution of mothers' knowledge levels regarding the delivery of appropriate sex education was 31 mothers (93.95%). The frequency distribution of mothers' level of knowledge about how to provide natural, easy to understand and simple sex education was 33 mothers (100%).

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