



PHENOMENOLOGICAL STUDY OF MOTHER'S EXPERIENCE IN PROVIDING EARLY SEXUAL EDUCATION TO SCHOOL CHILDREN IN NGAMBAR BAMBE VILLAGE

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Article Info

Article history:

Received June 24, 2024

Revised July 04, 2024

Accepted July 29, 2024

Keywords:

*Mother's Experience, Sexual
Education, Phenomenological
Study*

ABSTRACT

Sexual education provided to children is not just about teaching anatomy, reproduction, or methods of intercourse; rather, it aims to provide understanding tailored to their age about the functions of sexual organs (Noeratih, 2015 Nurhayati & Rasyid, 2019). This research employed a qualitative research method with a phenomenological approach, utilizing total sampling technique and involving 6 informants. Data collection techniques included in-depth interviews and documentation. Through in-depth interviews with the 6 informants, 6 themes were identified: 1) mothers' knowledge about sexual education, 2) mothers' experiences in providing sexual education to their children, 3) methods mothers use to provide sexual education to their children, 4) the first things mothers discuss when providing sexual education to their children, 5) how mothers explain sexual education to their children, and 6) challenges mothers face in providing sexual education. This study explores mothers' knowledge and experiences regarding the provision of sexual education. Based on the research findings and thematic analysis

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1. INTRODUCTION

The period of growth and development of children at an early age should ideally be a pleasant period for them, where children can develop and grow without any problems arising from outside the child (Dista, 2020; Hayati, 2021; Sukatin et al., 2020) in This condition will make children become healthy and prosperous individuals both physically and psychologically in their lives. Sex education given to early childhood or AUD is a form of effort to provide understanding to children from an early age whose provision is adapted to the child's developmental stages such as cognitive, attitude and behavioral aspects, about the function of their sexual organs and instinctive problems that arise, guidance regarding the importance of maintaining and maintaining their intimate organs, as well as understanding healthy social behavior and the risks that can occur around sexual problems (Kurniati, 2021).

Education gets special attention, especially sex education, it is very important for parents to know about sex education, especially to provide educational services to their children from an early age, the urgency of sex education given to early childhood is to ensure that children in the future do not fall into cases of sexual abuse. and sexual violence in their environment that will occur in the future (Fahria & Said, 2020).

Sexual violence perpetrated on minors makes parents increasingly worried about what could happen to their children. Of course, it is hoped that this sexual crime will be addressed by providing sex education to children at an early age. by parents with actions and with various games which of course can increase children's interest and motivation to find out so that the introduction of sex within themselves is well established, such as by guessing games

or using picture media or posters recognition of body parts and characteristics even with singing activities (Fitriani et al., 2021).

The role of parents, especially mothers, is the right source of information to educate their children in identifying their social behavior and sexuality (Azira et al., 2020). In fact, parents have a poor response to the depiction of sexuality that their children understand. Many parents assume that providing sex education to young children has negative connotations and should be avoided, so children will also have similar thoughts. (Tampubolon et al., 2019).

A mother's experience in providing good education to children will give the child a good mindset. In fact, the mother is the child's first figure in providing education to her child, not only that, the mother is also her child's first example. A mother's experience providing education to her child will help shape character and the child will gain knowledge from an early age. The mother's experience has the potential to encourage children to be able to understand and be taught everything to a greater extent than with educational services in other institutions, because children will be able to get their first education within their own family (Agustianti & Jazariyah, 2021).

Curiosity is natural, social, and has unique and rich potential. Imagination, concentration and short duration Maximum learning potential. Children are the next generation of young people who will continue the nation's ideals. Children are not miniature adults, but they also have very special characteristics and characteristics that are different from others. School age children range from 6-12 years (Mthiyane & Hugo, 2019). Elementary School (SD) age children are children aged 6 to 12 years (Damayanti, Lutfiya, & Nilamsari, 2019).

Education is a process of empowering individuals, groups and communities to maintain, improve and protect their health through increasing knowledge, willingness and ability, which is carried out from, by and the community in accordance with local cultural factors (Ministry of Health of the Republic of Indonesia, 2012 in community health nursing).

A concept of educational practice in the health sector (Notoatmodjo, 2012). Education is essentially an activity or effort to convey health messages to the community, groups or individuals. With this message, it is hoped that society, groups or individuals can gain better knowledge about health. (Notoatmodjo, 2019).

Sex education has a method that is an inseparable unit. Receiving sex education will give us a good influence if we can receive it well and apply it thoroughly. The continued implementation of sex education will produce a comprehensive understanding in children and adults. Providing sex education for children and adults that is carried out continuously can usually start from the home environment first because it is from the home environment that a person gets the most basic education. Sex education will not stop until the child or adult has reached puberty. Providing sexual education to young children must be gradual and slow so that the child can accept the material provided so that the material is ingrained in the child. Providing sex education is not done in just one day but sex education is given gradually day by day, month by month as the child grows. Providing sex education to children for the first time may use medical terms correctly even though it may seem difficult for children to remember the first time. To make it easier to provide sex education, it can be done by showing parts of the body's organs using medical language with the aim of making it easier for children to remember them.

Introducing sex education to children

those who are already of menstrual age or who are about to menstruate can be given sexual images using animals such as elephants, dogs, horses, etc. Using animals can build a small discussion about sexual reproduction and its relationship with 10 year old children. In Indonesia, girls will experience menstruation at the age of 9 years or even below that, this is because the hormones in the child's body are different. When a child experiences menstruation for the first time the reaction is different. There are many negative reactions to menstruation when it comes for the first time, this can be eliminated or avoided by using an approach with the mother regarding this matter according to the mother's experience with words that are wise and easy to understand (Djiwandono, 2008: 81-82).

Experience in general is something that has been experienced, lived, felt, endured by someone (KBBI 2005). Own experience can also be interpreted as episodic memory, namely memory that is received and stores events experienced by a person in a certain time and place, which is used as an autobiographical reference (Alwisol, 2012). Experience cannot be separated from human life, the experience gained from doing something experienced is very valuable for humans at any time, and can be used as a guide in learning in living life in the future (Daru Purnomo, 2014). The interconnectedness of continuity carried out by individuals who carry out an activity or the activities they experience is a factor that can influence something that can give rise to an experience, so that the individual can form information in terms of perception and skills (Sardiman, 2007).

Experience is the result or process of an individual's interaction with their environment which will involve perception, learning and understanding. This will give rise to new knowledge and understanding through activities, observations made, and interactions with other people and objects or situations in everyday life. Experience can shape an individual's views, values and skills. Parents' experience in assisting their children's learning process currently causes stress to be experienced by parents, especially mothers who have elementary school age children (Palupi, 2020; Susilowati & Azzasyofia, 2020)



2. RESEARCH METHOD

This research uses a qualitative research design. Qualitative research is research that focuses on describing and understanding phenomena, social and cultural processes experienced by individuals. In this qualitative research, researchers use a phenomenological approach, namely to explore stories or information about lived experiences with the aim of revealing the important meaning of a phenomenon (Dharma, 2011; Chesnay, 2014). The design of this research uses descriptive phenomenology, namely phenomenology that explains the important meaning of the experiences experienced by participants according to what they are (according to the participant's intentions), with an in-depth interview method. The sample is a part of the population that is affordable and can be used as a research subject by sampling. The term in the sample in this study is defined as informant (Nursalam, 2013). The sample in this research was all mothers in the village of Driyorejo Gresik, a total of 10 informants.

3. RESULTS AND ANALYSIS

Gresik is one of the districts in East Java with its land area directly bordering the beach. In the Gresik Regency area which has an area of 1,191.25 square kilometers, most of the area is lowland with a height of 2 - 12 meters above sea level, except for Panceng District which has an altitude of 25 meters above sea level, the Gresik area consists of 18 sub-districts, namely Balongpanggang, Benjeng, Bungah, Cerme, Driyorejo, Duduk Sampean, dukun, Gresik, Kebomas, Kedamean, Manyar, Mengani, Panceng, Sangkapura, Sidayu, Tambak, Ujug Pangkah, Wringinanom. In Driyorejo sub-district itself there are 16 villages, one of which is Bambe village.

The informant in this study was a mother who had children of school age (7-15 years). The characteristics of informants in this study include demographic data consisting of name, age, highest level of education, religion and ethnicity. The researcher conducted in-depth interviews with 6 informants after explaining the aims and objectives of the researcher and the mother was willing to become an informant by filling out an informed consent sheet. The informant characteristics that the researcher obtained were as follows:

Nama Inisial	Usia	Pendidikan	Agama	Suku bangsa	Usia anak	Kode
Ny. P	45	SMP	Islam	Jawa	14	I1
Ny.S. A	38	SMA	Islam	Jawa	12	I2
Ny. S.Y	35	SMA	Islam	Jawa	14	I3
Ny. N.H	54	S1	Kristen	Jawa	14	I4
Ny. A.	27	SMA	Islam	Jawa	11	I5
Ny. B.R	32	SMA	Kristen	Jawa	10	I6

The results of research conducted in Ngambar Hamlet, Bambe Village, Driyorejo District, Gresik Regency, identified 7 themes that describe mothers' experiences in providing early sexual education to school children and 7 answers were obtained from the interviews conducted. The seven themes are 1) mother's knowledge about sex education. 2) The mother's experience in providing sexual education to children, 3) The way the mother provides sex education to the child, 4) The first thing the mother gives when providing sex education to the child, 5) The way the mother explains to the child about sex education, 6) The mother's obstacles provide sex education.

Themes: 1. Mother's knowledge about sex education

This theme discusses the research findings. The level of knowledge of informants regarding knowledge of sex education as a supporting method in increasing mothers' knowledge about sex education. The interview excerpts provide an overview of the various knowledge of the informants, ranging from ignorance to in-depth knowledge regarding sex education.

Several informants, expressed their lack of understanding of sex education with the statement "don't know", this reflects that three of the six informants were not familiar or had not received adequate information regarding sex education.

On the other hand, the informant emphasized that sex education must be learned from an early age with the statement "it must be learned from an early age regarding its meaning because if it is not given understanding then it will not be learned, it will tend to find out on its own with its own understanding and that will This makes the child fall into negative things". This statement shows the informant's understanding that it is important to provide sex education from an early age and provide further information about the sex education provided.

Other information stated "what I know is that sexual education is about the genitals". This statement shows that some informants have a basic understanding that sex education is only about the genitals.

Thus, these findings describe the informants' knowledge about sex education. Different levels of knowledge can be the basis for equipping children with knowledge about sex education from an early age.

The research results show the diversity of informants' experiences regarding sex education. Two of the six informants did not know about the experience, while the other four informants understood this sex education in depth. This finding is in line with the theory of Laura Lindberg & Wendy Simonds (2002) which found that if a mother has extensive knowledge and sufficient information regarding sexual education, it will be easier to provide education to her child. In the context of providing sexual education, the informant's knowledge about sexual education will have a positive impact, in accordance with the theory of Laura Lindberg & Wendy Simonds which explains that providing sex education to children will have a positive impact in the future.

Theme 2: Mother's experience of providing sexual education to children

The findings in this research are related to the experiences given by mothers in providing sex education. Interview excerpts reveal various perspectives, ranging from experiences of providing sex education to children, personal experiences that strengthen beliefs, to direct experiences related to previously provided sex education.

One informant stated, "never," this statement reflects that the informant has no experience in providing sex education to children.

Likewise, another informant stated that, who shared his experience by stating "I also gave an explanation to my first child about sex education" and "there were adult advertisements on his cell phone then I explained according to my abilities and knowledge" in this statement identified that The informant has a strong belief in sexual education which is based on personal experiences he has had previously.

Thus, the results of this research show that mothers' understanding of sex education and experience in providing sex education. This information can be a basis for further research and enrich our understanding of informants' experiences in providing sex education.

The research results show the diversity of informants' experiences regarding sex education. Two of the six informants did not know about the experience of sex education, while the other four informants understood sex education in depth. This finding is in line with the theory of Laura Lindberg & Wendy Simonds (2002) which found that if a mother has extensive knowledge and sufficient information regarding sexual education, it will be easier to provide education to her child. In the context of providing sexual education, the informant's knowledge about sexual education will have a positive impact, in accordance with the theory of Laura Lindberg & Wendy Simonds which explains that providing sex education to children will

Theme 3: How mothers provide sex education to children

Based on the findings, this theme explains the way informants provide sex education to their children. Interview excerpts provide an illustration of not knowing how to provide sex education as well as a mother's experience in providing sex education which identifies the mother's way of providing sex education.

One informant expressed ignorance about how to provide sex education to children, stating "I don't know" and "My child is shy, sis, so I never told my child that." This statement reflects that the informant has no knowledge about how to provide sex education to children.

Meanwhile, the informant further explained that he knew better how to provide sex education to children with the statement "How? Yes, the method for me, sis, is that first the child is told via YouTube" and "that's the way my child is invited to talk while explaining when he asks" this statement reflects their understanding of how to provide sex education to children.

Thus, the results of this research show that there are many variations in mothers' understanding of how to provide sex education to their children. This information can be a basis for further research and enrich our understanding of informants' experiences in providing sex education.

The findings of this research provide valuable insight into how the provision of sex education to children is perceived by the informants. Two thirds of the informants involved in this research already had positive experiences with their knowledge of providing sex education to children. The research results show diversity in the ways mothers provide sex education to informant children regarding sex education. Two of the six informants did not know how to provide sex education to children, while the other four informants knew how to provide sex education in depth. This finding is in line with the theory of Laura Lindberg & Wendy Simonds (2002) which found that if a mother has extensive knowledge and sufficient information regarding sexual education, it will be easier to provide education to her child. In the context of providing sexual education, informants' knowledge about sexual education will have a positive impact, in accordance with Laura Lindberg & Wendy's theory.

Theme 4: The first thing mothers give when giving sex education to children

Based on the findings, this theme explains the way informants provide sex education to their children. Interview excerpts provide an overview of the first things a mother teaches about sex education to children, by identifying the first things a mother teaches in providing sex education.

One informant, revealed that he did not provide an explanation about the first thing a mother taught her child by stating "Never gave sexual guidance to my child" and "yes, I never gave sexual information from an early age". This statement reflects that the informant Reveals did not provide an explanation of the first thing a mother taught her child

Meanwhile, another informant stated that he gave an explanation of the first thing a mother taught her child with the statement "The first way I give education related to sex is via YouTube" and "If my child asks about sexual education, I will answer the question. from my child" this statement reflects giving an explanation of the first thing a mother teaches her child

Thus, the results of this research show the mother's understanding of sex education and the first thing the mother gives in providing sex education. This information can be a basis for further research and enrich our understanding of informants' experiences in providing sex education.

The findings of this research provide the first thing to give children about education. Six of the informants involved in this research already had positive experiences with providing the first thing in sex education, they were providing sex education to children. The results of the research show diversity in the way mothers provide the first thing in sex education to informant children regarding sex education. four of the six informants have given the first thing about providing sex education to children, while the other two informants have not given the first thing about providing sex education to children. This finding is in line with the theory of Laura Lindberg & Wendy Simonds (2002) which found that if a mother has extensive knowledge and sufficient information regarding sexual education, it will be easier to provide education to her child. In the context of providing sexual education, informants' knowledge about sexual education will have a positive impact, in accordance with Laura Lindberg & Wendy's theory.

Theme 5: How mothers explain to children about sex education

This theme discusses research results related to the way mothers explain sex education to children. Interview excerpts illustrate the variations in how mothers provide explanations about sex education, ranging from positive explanations to in-depth explanations.

One informant revealed that providing sex education through social media by stating "Yes, that's it, nowadays it's a sophisticated era so children understand better when they see it on social media than what their parents explain." This statement reflects that the informant provides sex education to his children using social media compared to using conversation and other means.

Meanwhile, other informants stated that providing sex education to children is better by giving it directly using words, parables or conversation, by stating "Yes, I ask them to sit down then I explain" and "I provide education by differentiating between male and female genitals." This statement reflects that the informant provides better sex education by means of parables, conversations or parables.

Meanwhile, the next informant stated that the informant had never provided sex education either through conversation, parables or other social media, by stating "I have never explained about sexual education, and as far as I understand, sexual education is probably taught in schools." This reflects that the informant has never given sex education to his child through any media and the informant prefers for his child to get sex education through his teacher at school.

Thus, the results of this research show that mothers' understanding of sex education and the way mothers provide explanations of sex education in various ways. This information can be a basis for further research and enrich our understanding of informants' experiences in providing sex education.

The findings of this research provide an explanation of the sex education given to children regarding education. Six of the informants involved in this research had had positive experiences with providing explanations in their sex education about providing sex education to children. The results of the research show diversity in the ways mothers provide explanations regarding sex education to informant children regarding sex education. four of the six informants have given the first thing about providing sex education to children, while the other two informants have not given the first thing about providing sex education to children. This finding is in line with the theory of Laura Lindberg & Wendy Simonds (2002) which found that if a mother has extensive knowledge and sufficient information regarding sexual education, it will be easier to provide education to her child. In the context of providing sexual education, informants' knowledge about sexual education will have a positive impact, in accordance with Laura Lindberg & Wendy's theory.

Theme 6: Barriers to mothers providing sex education

This theme discusses research results related to obstacles for mothers to explain sex education to children. Interview excerpts illustrate the variations in obstacles in providing explanations of sex education given by mothers, ranging from obstacles based on tradition to obstacles that originate from the child.

The informant revealed the obstacles in providing sex education by stating "Regarding Health Education, parents still consider it very taboo, they are afraid that when the explanation is given there will be a misunderstanding" and "In terms of tradition here it is still taboo, even the age of the child also "We are still not qualified to explain this in as

much detail as possible." This statement reflects that the informant has obstacles in providing sex education to his children because the tradition is that it is still believed that giving sex education to children is still considered taboo.

Meanwhile, another informant stated that this matter is not taboo but has obstacles in the form of children who ask a lot about the meaning of the explanation that the mother has given by stating "Children now ask a lot of questions, even taboo things and find it difficult to explain." This statement reflects that the informant does not understand, consider this taboo, but the informant tries to provide sex education to his children using language that is easy for children to understand

Thus, the results of this research show that mothers' understanding of sex education and mothers' obstacles in providing sex education. This information can be a basis for further research and enrich our understanding of informants' experiences in providing sex education.

The findings of this research provide obstacles that are given to children regarding education. six of the informants involved in this research already had experience of obstacles in providing sex education to them. The research results show the diversity of mothers' obstacles in providing sex education to informant children regarding sex education. four of the six informants have given the first thing about providing sex education to children, while the other two informants have not given the first thing about providing sex education to children

4. CONCLUSION

This research explores mothers' knowledge and experiences regarding providing sexual education. Based on the results of research and thematic analysis, conclusions can be drawn based on the specific objectives of the research, namely as follows:

Mother's Knowledge. Mothers' knowledge in providing sexual education to school children. This research has succeeded in exploring mothers' knowledge of the meaning of sex education in increasing children's knowledge in the Ngambar Hamlet area, Bambe Village, Driyorejo District. This knowledge includes a variety of views, starting from differences in genitals, explaining menstruation for women, as well as prohibiting the opposite sex from sleeping.

Mother's experience. Mother's experience of providing sex education to children at school. The research results provide in-depth insight into the experiences mothers gain when providing sex education to children. A variety of benefits include increasing children's understanding of sex education, as a way to prepare children for their future

Mother's way of explaining sex education. How mothers explain sex education to children. Researchers found many ways for mothers to explain to their children about sex education, ranging from social media, YouTube, casual chats, to explanations through parables.

The results of the research provide an in-depth picture of how the mother's way of providing explanations to her child influences a mother's perception and experience in providing sex education. The variety of opinions felt by the informants included providing explanations via social media, through casual chatting, and through parables,

Obstacles in providing sex education. Most of the obstacles experienced by the informants were regarding the procedures for composing the language that would be used to explain it to children in providing sex education. The importance of using language and preparing good language will help children accept every explanation of sex education given.

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