

SEXUALITY EDUCATION DISCOURSE IN EARLY CHILDREN ISLAMIC EDUCATION DEPARTMENT IN UIN ANTASARI BANJARMASIN

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Abstract. Sexuality education for Early Childhood is still restricted to the private sphere but is free on the Internet. Sexual violence often occurs, but the discourse on sexuality education is still minor. This article aims to address the themes and findings of the student thesis of the PIAUD Department, FTK UIN Antasari Banjarmasin. The technique used is a literature study with a qualitative approach. Based on the data, there are only 5 theses on sexuality education (since 2018 - 2023). The subjects consist of parents, teachers, and the development of sexuality educational videos. The findings show that some parents consider it taboo, they teach it indirectly through bathing, dressing, and cleaning the genitals. The approach used is from the aspect of health, norms, and religion, but not from the psychological aspect and direct efforts to prevent sexual violence. At schools, teachers still have difficulties in explaining and providing materials and media.

Keywords: Sexuality Education Discourse, Early Children Islamic Education Department, UIN Antasari Banjarmasin

INTRODUCTION

The discourse on sexuality education in Early Childhood (AUD) is still a controversial topic. In the private sphere, this is considered taboo or inappropriate to be taught. On the other hand, issues of sex and sexuality are discussed openly and freely on the Internet. At school, the theme of sexuality is still minor, while in society deviant sexual behavior and sexual violence are presented almost every day through online news or social media.

Family or society in Indonesia still perceives sexuality education as a taboo. At schools, it has been included in the 2013 curriculum, but it still has various obstacles, including the curriculum, materials, media, and strategy. On the other hand, internet media and digital social media open access to a broad knowledge of sexuality, for example, content on parenting themes, child development, or religious education.

Conversely, sexuality education competes with sex, sexual and pornographic content. There is no boundary between content for adults and children. Online news about sexual violence, deviant sexual behavior, advertisements for tonic products, and body care products including tips on having sex can be easily searched or found.

The lack of awareness of sex education is inversely related to sexual violence in the private and public spheres. Data from the Ministry of Women's Empowerment and Child Protection (KemenPPA) (2020) shows that sexual violence is the highest case experienced by children. Of the 3,087 cases in 2020, 852 were physical violence, 768 were psychological violence, and 1,848 were sexual violence cases. The high rate of sexual violence that occurs in children indicates a lack of vigilance and minimal knowledge about parenting and sexuality issues.

Komnas Perempuan reported data on sexual violence (from 2017 to 2021) in educational institutions (Jayani, 2022). It was reported that most incidents of sexual violence happened in colleges (35 cases), Islamic boarding schools (16 cases), and high schools (15 cases). On the other hand, data from the Federation of Indonesian Teachers' Union (FSGI) shows that there have been

10 sexual violence in schools in the first 2 months of 2023, which were attracted by 86 students (37.20 percent boys, 62.80 in a hundred girls) In more detail, Ihsan (2023) describes that 50% of these cases came at the SD/MI level, 40 percent were at Islamic boarding schools and the rest were at the junior high school.

It can be concluded that sexual violence is places in the highest rank, children are the most victims and schools are not safe places or free from sexual predators. It is inferred that sexuality education becomes urgent to be implemented at every level of education. Not only for handling and preventing sexual violence but further, sexuality education aims to equip children with the importance of knowing oneself, maintaining health and mentality, protecting oneself, developing gender awareness, and having good social relations.

Sexuality education has been included in the 2013 curriculum, at every level of education including in PAUD (Kholis & Pranoto, 2022). In this case, sexuality education is based on a curriculum that focuses on cognitive and affective aspects, behavioral aspects, and social and cultural values. The above efforts are also carried out outside the curriculum, through Guidance and Counseling services or other activities.

On campus, the government's attention focuses on the problem of sexual violence which impedes the implementation of campus academic ethics. The Ministry of Education, Culture, Research, and Technology (Kemendikbud-Ristek) released Permendikbud Ristek Number 30 of 2021 concerning the Prevention and intervention of Sexual Violence (PPKS) in college, which creates the pros and cons. The Ministry of Religion earlier issued a Decree (SK) of the Director General of Islamic Education (Dirjen Pendis) of the Ministry of Religion (Kemenag) Number 5494 of 2019 concerning Guidelines for the Prevention and Management of Sexual Violence in Islamic Religious Colleges (PTKI).

In higher education, the theme of sexuality education can be included as specific lecture material or become part of activities outside of lectures, or be appointed as a thesis theme. In reality, sexuality education, which is considered taboo, is treated very carefully, and also occurs in higher education, especially at the Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin.

Two things can explain the assumption above; first, the lack of students' understanding at the Guidance and Counseling Department regarding the meaning of sex and the difference between sex and gender. Sex is defined as desire. Sex is not recognized as a term to describe gender. Meanwhile, gender is defined as the characteristics of men and women in terms of biology. Gender is also recognized as masculine and feminine characteristics possessed by both sexes. Second, the lack of research on sexuality education in the Early Childhood Education Department (PIAUD). The PIAUD was established in 2014, and until 2023 it has graduated 6 batches (student batches of 2014 to the class of 2019). Of the many generations and students who have completed their thesis (approximately 400 people, there are only 5 that discuss sexuality education in AUD; first, the thesis by Islamiah (2021), raises the theme of teaching sexuality education conducted by parents. Second, the thesis compiled by Ulfah (2022) is about the teacher's role in sexuality education in PAUD. Third, the thesis from Maulani (2022), the fourth and fifth are two theses of Maghfirah (2023) regarding the understanding of parental sexuality reviewed from the education level, and Nufus (2023) on the development of sexuality education animation videos for AUD.

This article is intended to examine the discourse on sexuality education embodied in these theses, with the aim of identifying, describing, and evaluating five theses related to sexuality education in the PIAUD Department, UIN Antasari Banjarmasin. This was done based on various perspectives with particularity to local and community contexts. The selection of the thesis manuscript is intended as a focus of study in the context of the community, namely the PIAUD Department, and the local context of subjects in South Kalimantan.

The questions to be analyzed are (1) how Topics, subjects, and objects of research, and the methods used. (2) research findings and suggestions and gaps that allow new topics to emerge and (3) local and community contexts that influence sexuality education discourse in the subject of theses. The conclusions got from this article will provide benefits by (1) providing an overview of the study of sexuality education that has been researched by PIAUD students at UIN Antasari Banjarmasin, and (2) getting an overview of sexuality education as the subject of research.

RESEARCH METHOD

The research design used is a literature study, with a qualitative approach. Data is taken from 5 student theses of the PIAUD Department which raised the theme of sexuality education. This data is collected and analyzed in a comprehensive manner to draw conclusions about how the existing sexuality education discourse is on the subject and research context and suggestions that can be given regarding the development of research for interested parties to conduct research on sexuality education in early childhood. Data and theories from other literature are used to examine the background and urgency of research relevant to the theme of the article. Data through this method is obtained by browsing the internet, reading various literature, results of studies from previous researchers, lecture notes, and other relevant sources.

In accordance with research objectives, data is selected based on the theme. The amount of data collected is 5 theses, which are stored on the <https://idr.uin-antasari.ac.id/> page. Data search was carried out by selecting or filtering by typing in keywords the name of the study program, the name of the student, and the theme of sexuality education.

Data analysis was carried out by comparing the contents of the thesis, examining theory, and conducting analysis based on research objectives. According to Francis C. & Baldesari (in Kholis & Pranoto, 2022), a literature study aims to identify, evaluate and describe existing research (or which is the object of research). Next, the researcher conducts a study and evaluation and compiles them into research articles.

RESULT DAN ANALYSIS

1.1 Analysis on Theme and Methods

Discourse on sexuality education in student theses is 5. One thesis on the topic of toilet training is included as data for 2 reasons; first, the topic is part of sexuality education content for AUD, and second, the socio-cultural background of the community which is reflected in the background or research setting indicates local cultural factors that can answer research questions.

A comparison of the number of PIAUD students' thesis with the theme of sexuality education and other themes has not been identified quantitatively. This is due to the fact that authentic data has not been obtained regarding the number of students who have dropped out, are on leave, or are students from the 2018 batch who have not yet graduated. The thesis data that is tracked is thesis in the Even Semester of the 2017/2018 Academic Year to the Even Semester of the 2022/2023 Academic Year. Data on the number of students in each academic year, which is presented in the table below:

Table 1. Number of PIAUD Students and Thesis on Sexuality Education

No	Academic Year	Number of PIAUD Students	Thesis on the theme of Sexuality Education
1.	2014/2015	33 students	0
2.	2015/2016	60 students	0
3.	2016/2017	60 students	0
4.	2017/2018	122 students	3
5.	2019/2020	90 students	2
Total		365 students	5 theses
Note: students in a class of 2020, 2021 and 2022 have not been able to work on their thesis because they have not completed all of the lecture credits			

Based on a rough total, PIAUD students from the first year to the fifth totaled 365 people. Thesis data from the Even Semester of the 2017/2018 school year to the Even Semester of 2022/2023. Three theses are made by students of batch 2017 and 2 students of batch 2019. Based on data from students since the first batch (entered in the 2014/2015 academic year), the research topic on sexuality education in AUD has only been researched by students from the 4th year. With the graduation year in 2021 - 2023, it can be seen that the education theme of sexuality in AUD begins to appear in 2020, or appears in the 3rd year of graduation of PIAUD students (students who first graduate from the PIAUD Study Program, graduate in Even Semester 2017/2018).

Below is presented a table that discusses the topics, subjects, and objects of research and research methods used:

Tabel 2. PIAUD student thesis data with the theme of Sexuality Education

No	Students Name, Identification number, Year, and Title of Thesis	Subject	Object	Research methods
1.	Islamiah (170102080081): Sex Education for Early Childhood in Tanjung Perawan Village, Kahayan Kuala District, Pulang Pisau Regency, Central Kalimantan	Parents	Sex Education for Early Childhood	field research, qualitative method
2.	Ulfah (170102080875): The Role of the Teacher as an Educator on Early Childhood Sexual Education at PAUD Ar-Rahman Banjarmasin.	early childhood education programs' teachers	The Role of the Teacher of Early Childhood Sexual Education	field research, qualitative method
3.	Maulani (170102080489), Implementation of Toilet Training for Children Aged 1-3 Years in Pemurus Baru Village, Banjarmasin City	early child's parent	toilet training practice for early child	field research, qualitative method
4.	Nufus (190101080075), Development of Animated Video on Sexuality Education for Children in TK Pembina Banjarmasin Tengah	animated video	Sexuality Education for Children	Research and development, mixed method
5.	Maghfirah (190101080316), Parents' Understanding of Early Childhood Sexuality Education in Kelurahan Kertak Hanyar II, Banjar Regency	early child's parent	Parents' Understanding of Early Childhood Sexuality Education	field research, quantitative

The table above describes 5 research topics with the theme of sexuality education that were done by students of the PIAUD Department, UIN Antasari Banjarmasin (class of 2017 and 2019), in the years 2021, 2022, and 2023. The theme of sexuality education is still minimally researched by students. Of the number of students who exceeded 350 people, only 5 students did it. In the table, it can be seen that the research subjects consisted of parents (toilet training teaching, application and understanding of sexuality education in AUD), the role of teachers in sexuality education, and studies on the development of animated videos on sexuality education.

The research approach used initially (in the 2017 batch of students) was qualitative research. The type of research used is field research with data collection methods through observation, interviews, and documentation. (in 2017 class students) and then developing more quantitative research using survey methods and mixed methods (in 2019 class students).

Overall, the determination of research subjects focuses on the subject of parents and teachers. Research has not involved or made AUD a subject or party to the government or other stakeholders who can actually play a role in sexuality education in AUD. One exception is in

Maulani's thesis (2022). It was explained that Posyandu played a role in socializing toilet training to AUD.

The object of research on sexuality education, which is still new and limited in the PIAUD Department, allows students to conduct a variety of research, both in selecting new topics and developing previous research. Maghfirah's thesis (2023) is a development of the Islamic thesis (2021) in terms of deepening problems with an emphasis on parents' understanding of sexuality education based on the level of parents' educational background.

1.2 Results and Gap

Research data was obtained through abstracts and results. Based on these two data, an analysis was carried out regarding matters that were not discussed in the research findings related to the dimensions of sexuality education which included respect for oneself and others, themes of physical anatomy and names of genitals, concepts of gender, how to maintain body hygiene and health, how to protect self from sexual violence.

For details, here is the gap that can be found, listed below:

Table 3. Results and Gap.

No	Theme	Result	Analysis
1.	Sex Education for Early Childhood in Village A	Sex education in AUD is taught through habits, parent introduces the name of the body part, instills a sense of embarrassment if other people can see their private parts, separate beds between boys and girls, get used to children asking permission when entering other people's rooms, and teach children to keep their bodies clean.	Parents use a religious approach (sunnah or ethics taught in religion) when teaching sexuality education. Gender concepts, health approaches, and themes of self-protection have not been taught to AUD.
2.	The Role of the Teacher as an Educator of Sexual Education in PAUD B	The teaching of sexuality education refers to the stages of child development. The methods used are storytelling and singing methods, the material that exists in the curriculum, includes my body, my environment, and my needs. The theme of sexuality education includes differences in male and female bodies, and body parts that must be covered and cannot be touched by other people.	Sexuality education has been integrated into the curriculum, teachers use conventional teaching methods without explaining the media used. The theme discusses aspects of sexuality from an anatomical review, physical areas that need to be protected and maintained as well as religious values related to private parts. The teacher incorporates religious values, and uses an age-appropriate approach, but does not yet use media such as pictures, dolls, or electronic/digital media
3.	Implementation of Toilet Training for Children Aged 1-3 Years in Kelurahan C	Toilet training has not been fully successful in AUD. Parents teach AUD to be able to control urination and defecation to the toilet and clean themselves after urinating and defecating, Posyandu has a role in supporting and providing insight to parents regarding the application of toilet training to children. The problems faced by parents are the difficulty of getting clean water and the location of toilets outside the house/not having their own toilet or bathroom.	Toilet training is not optimal due to the availability or dependence on diapers, and the constraints on facilities and infrastructure. There is Posyandu involvement in toilet training socialization.

4.	Development of Sexuality Education Animation Videos for Children in D.	The teaching of sexuality education in Kindergarten D is constrained by the method of teaching (giving directions and giving advice) because it lacks supporting media. Researchers developed an animated video and tested its effectiveness on group B2 children with a pre-experimental design. Video themes include understanding gender, private parts, sanitation and safety, and self-protection. Video is considered appropriate and has a significant influence on students' understanding of class B2.	Researchers emphasize on proving the influence of sexuality learning media (video). The theme has completely discussed aspects of sexual education for AUD.
5.	Parents' Understanding of Early Childhood Sexuality Education in Kelurahan E.	Level of parents' understanding of sexuality education including understanding, cleanliness of the body and genitals, time for appropriate teaching, and the approach used; includes normative and health approaches. There are differences in understanding between parents with elementary and junior high school education (do not understand the meaning, teach children when they reach puberty) parents with high school and undergraduate education already understand the meaning of sexuality education by introducing names, functions of how to maintain cleanliness and health of the body, with normative and health approaches.	Researchers examined the scope of understanding and approach to sexuality education based on parents' educational level. An understanding of perception is important because it will determine the themes and approaches that parents or teachers can emulate. The theme taught does not yet contain the concept of gender, there is a cultural gap and even coercion in terms of using scientific terms to refer to genitals.

The themes of sexuality education were not mentioned explicitly the differences between sex and sexuality. This is important because the initial concept or general concept of sexuality education includes a special theme of sexuality education for AUD. Of the five theses analyzed, there are similarities in terms of the incomplete theme of sexuality education, especially regarding the concept of gender and efforts to teach children to protect themselves from sexual violence which is a potential threat to AUD.

The general approach taken is to involve religious values regarding dress etiquette and keeping the body and genitals clean. PIAUD student thesis with the theme of sexuality education has not mentioned the role of institutions outside the family and school (except Maulani's thesis) or linked it to the dangers of sexual violence in AUD (except Nufus's thesis).

1.3 Local Context and Community on Sexuality Education's Discourse

The discourse on sexuality education still invites pros and cons. It cannot necessarily be adapted to the local context and the community in society, institutions or even certain individuals. The community context in this case is PIAUD Department with students who have a dominant religious background. While on the other hand, sexuality education is a new thing that comes together with discourse from the western world which is stigmatized as liberal and secular.

Discourse on sexuality in the context of a community can narrow the scope of the discussion. For example, discussions on gender aspects are less explored because gender is not properly understood. The discussion on sexuality education only involves aspects of religion, norms and hygiene-health. Discussion of psychological aspects such as respect for the body, interpersonal communication that respects each other between genders is an area of sexuality education that needs to be put forward.

The local context is the research subject under study. The thesis raised by PIAUD students has the subject as kindergarten teachers and parents with religious backgrounds, education levels and regional contexts related to ethnicity, socioeconomic status and parents' educational level. It is this local context that gives rise to unique research findings that cannot be easily generalized. For example, the theory that advocates the scientific name of the genitals is difficult to implement. Likewise with the misconception that teaching sexuality education to AUD is considered inappropriate or not on the right time.

The five thesis discussed, at least have findings that can describe the local context which can be taken into consideration for subsequent research. It is hoped that the contributions that can be made by this article can become contributions from study programs and universities as a place for the production, circulation and distribution of knowledge about sexuality education for AUD.

CONCLUSION

The research theme on sexuality education in AUD is still new. There are still many things that can be explored related to local themes, methods, approaches and contests that cannot be separated from the social and cultural conditions of the research subjects.

Efforts to research sexuality education for AUD need to be added in order to form comprehensive knowledge and understanding which will later become an educational concept, both implemented in schools and taught by parents at home. It is time for taboos to be put aside because the issue of sexual violence against AUD needs to be anticipated through education for children and parents.

The pros and cons of sexuality education are things that need attention in order to get the right data and therefore have quality practical and theoretical value for objects, subjects and people who will take advantage of the results of this research.

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