

Utilization of Demonstration Methods as Sex Education in Early Childhood

Seconingsih Kristiana*, Martini Jamaris and M. Syarif Sumantri

Post-Graduate Student of Universitas Negeri Jakarta, Indonesia
Professor of Early Childhood Education of Universitas Negeri Jakarta, Indonesia
Professor of Primary Education of Universitas Negeri Jakarta, Indonesia

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Abstract

The purpose of this study is to determine the increase in sex behavior through sex education in children aged 6 - 7 years based on demonstration method. The research was conducted at Santa Theresia Depok Elementary School. Implementation of this research starts from November to December 2017 with 25 students as research subjects and two observers. The method used in this research is action research with reference to the action research model of Kemmis and Taggart, where the activity of one cycle consists of 4 components, including planning, action, observation, and reflection. This study consists of 1 cycle consisting of 8 actions. Data analysis is conducted by using action research. Qualitative data were obtained through observations during the implementation of action interventions through field notes, whereas the quantitative data were obtained by comparing the average score of the initial assessment result (before the action was given) and the final assessment (after the action was given). The results showed an increase in the formation of sex behavior through sex education in children aged 6 - 7 years based on demonstration method in which the average score of 65.8% increased to 89.1%. It means that there has been a significant increase from pre to post research. Implications that can be made to this demonstration method approach to be successful are: a) the teacher boldly explains, b) the teacher uses several examples, c) it uses simple, interesting, and real media for students.

Keywords: action research, early childhood, sex education, demonstration method

Introduction

The rise of recent cases of sexual violence no longer threatens teenagers who are vulnerable to misinformation about sex. In fact, sexual exploitation of children under age often happened in which the perpetrators are family members. The increasing cases of violence are a clear proof that children lack knowledge on sex education. Although children should have obtained sex education from their first year by parents, public perception still considers sex education as a taboo matter to be discussed with children. Thus, this is a matter that must be addressed together in order to equip children against the flow of globalization which is increasingly transparent in many ways including sexuality.

One example of cases experienced by grade VI students at public school, R (initial, 13 years old) was taken by his girlfriend SY (21 years old) to a house in Beji, Depok on Tuesday, May 22, 2012. Aiptu Handayani, Head of Women and Children Empowerment Sub-Unit from Depok Police Resort on 24 May 2012 said that R parents did not know of R's departure.

Public perception that still considers sex education taboo for children is also affirmed by Kupper, et.al. In his journal, they argue that taboo culture makes sex education never touched in the past. Not only in Indonesia, the taboo culture in talking sex to children also takes place in Fiji that even to talk about adolescent reproductive problems openly still considered sensitive and potentially controversial. In addition, the lack of support from religious/ clergy groups hampers education practitioners' process in applying sex education and reproductive health problems materials in schools.

Rolston *et al.* (2005, p. 217) in his research reveals that the specificity of sexuality plays a key role in producing moral system which underlying many sex education in formal schools, supported by religious traditions characterized by conservatism and silence to avoid the right choice opportunities for sexuality in young people. Pitts (2006) discloses that sexual harassment prevention programs in schools are well-implemented. This program teaches how to improve young people's ability to know inaccurate touch requests and improve their ability to do what they should do and say to whom they should tell if they get an inappropriate treatment.

*Corresponding author's ORCID ID: 0000-0002-8060-022X
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On the other hand, Prendergast (2016) stated that sex education is education provided by parents to their children and it starts from home, when children start to ask why the genitals are different from his siblings and parents explain it with an acceptable explanation for children. Natalina Purba (2012, p. 21) then noted that sex education is a way taken by a person or educator regarding child sexuality on how children adapt to the environment and the opposite sex and how to take care of the body and use their sexuality right. Therefore, it needs the right guidance and direction so that learners understand their body and their right sexuality well.

It can be concluded that sex education is education that conducted by parents or educators in children regarding sexuality, how children understand their body, environment, and the opposite sex so they can avoid self-harassment. Based on the results of relevant research and facts, the researcher feels the need to conduct research on sex education for early childhood by using a demonstration method to increase knowledge of sex education of children aged 6 - 7 years in grade 1 at Santa Theresia Depok Elementary School.

Research Methodology

The type of this research is an action research that aimed to collect data related to the increasing formation of sex behavior through sex education in children aged 6 - 7 years based on demonstration method. In the research design, the research activities are conducted through 8 meetings during one cycle and will proceed with the second cycle of another 8 meetings if the results in the first cycle have not reached or not maximized the assessment criteria.

Basically, this action research uses Kemmis and Mc Taggart procedures. This model is essentially a device consisting of four components that are viewed as a spiral cycle and include the stages, namely planning, acting, observing and reflecting. These four components are viewed as one cycle. In this study, the cycle means the activities consisting of planning, action, observation and reflection. If the increase in the formation of sexual behavior in children aged 6 - 7 years based on demonstration method in cycle 1 has not been successful, then the second cycle will be held until the research is declared successful. Moreover, the second cycle is the repetition of the first cycle or the improvement of the reflection results.

In addition to quantitative data, researcher also collects data qualitatively. Based on the qualitative research requirements, the research stages are involved from the following stages as described below (Jamaris & Hartati, 2017): (1) Looking at some of the relevant literature, there is no definitive guide to the rules that can be used to select a qualitative research site, (2) The focus of the study is based on the researcher's personal interests, where interest builds on theoretical interest and empirical facts prior to the study, (3) Access in conducting research, (4) Identifying empirical facts.

Findings and Discussion

As Mc Cary (1973: 13) has pointed out, sex education does not begin when a child enters kindergarten, but begins when the child has a contact with his mother since the child comes out of his mother's womb. Sex education begins since a child begins his life. When a child was born, he/she already has a gender that will become his/her identity until adulthood.

Sexual education does not teach children to engage in adult relationships, but how children are able to keep their bodies from predators who will prey them for their innocence. This research proves demonstration method can increase children's knowledge regarding sex. This is also supported by the results of Sola and Oja research, claiming that demonstration method is very effective to be applied in class (Sola *et al.*, 2007, p. 124-132).

Bruner and Mattson (2016) noted that school is the best place to provide sex education after home. As children and adolescents need to receive an accurate education on sexuality to understand in the end how to practice healthy sexual behavior, school becomes a perfect place to provide proper sex education. This is also supported by the research results conducted by Natalina Purba (2012) that the best sex education is given in schools because it has made sex education into a program incorporated into the curriculum.

The curriculum will help teachers to provide sex education by choosing methods that are appropriate to the child's abilities. In this study, demonstration method used by researcher is a teaching technique that combines oral explanation with "do" to communicate processes, concepts, and facts (Sola, *et al*: 2007). This method is very effective in teaching the skill that can be observed. A skilled educator tells and indicates what steps to take in the education process. On the other hand, students learning physical or mental skills and actually perform those skills under supervision.

Research conducted at Santa Theresia Depok Elementary School shows that children aged 6 - 7 years in grade 1 are so enthusiastic when following sex education for 1 cycle with 8 times meeting.

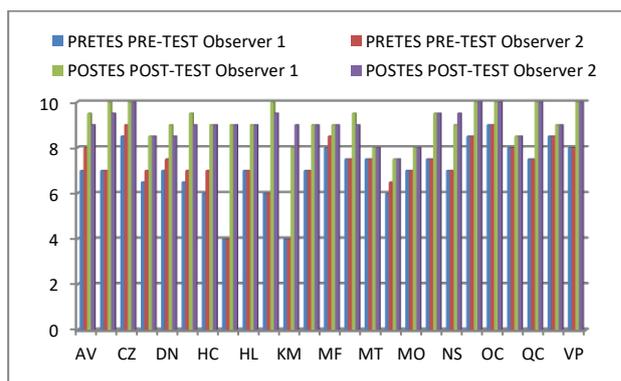


Diagram 1 Overall Results Pre and Post Research

From the graph above, it can be concluded that there is an increase of pre-research and post-research. Out of 25 children, it shows that they are getting good grades and excellent grades. Overall, there is an improvement from pre-research and post-research.

The results in cycles I of the increased formation of sex behavior through sex education in children aged 6 - 7 years based on demonstration method are in the category began to develop, develop as expected, and develop very well with 65.8% score increased to 89.1% which means that there has been a significant increase from pre to post research. Thus, there is no need in conducting second cycle and the criteria shows that students' ability to distinguish the sexes very well, ability to maintain good hygiene and good genital tools, ability to be polite at home, at school, and in the good environment, and ability to avoid the sexual harassment acts.

The research results of Filebor *et al.* (2016) reinforce this matter by stating that as early as child gains sex education, child will understand his sexuality rights and avoid genital diseases, HIV and abortion. Freud revealed that child's curiosity about his body through some levels, including oral phase, anal phase, phallic phase, latency phase, and genital phase is the important phases in psycho-sexual development. During these phases, different parts of the body behave like most erotogenic and individual efforts to explore or stimulate this erotogenic zone to gain satisfaction (Kar *et al.*: 2015).

Furthermore, Piaget (Santrock, 1995: 44) believes that the child adjusts in two ways: assimilation and accommodation. Assimilation occurs when individuals add new knowledge to their old knowledge. Individual accommodation then adapts to new information. In general, children already understand that they have a gender identity, i.e. men and women. When male and female teachers teach about men and women, both of them should be in the classroom in order to make children's understanding more real. In this context, male teachers should teach the hygiene of genital tools to male students, while female teachers teach those materials to female students as their toilets are differentiated by sex. This is due to the facts that female teachers feel awkward to get into the men's room and male teachers, on the other hand, also uncomfortable to enter ladies' room.

The habituation of students to apologize when they come too late to school and greet the teachers by kissing their hands are a form of children's understanding of the etiquette applicable in school. However, some students are still difficult and less used to being able to sit politely in his chair.

This research results has increased due to the way teachers are so patient in teaching children. Distinguishing that is not only done in the classroom is also one of the supporting factors of the success of this sex education. Teachers also provide opportunities for children to try until they can be completely doing anything without the help of others.

At the end of each lesson, the teacher can provide an assessment or feedback as a measure of the competence of the child. Reflection of the process and the final result of the learning activities undertaken by the researcher need to be developed and optimized as a suggestion and the idea to improve the quality of the next learning. There is no need for the next cycle because the criteria for the success of this action are 25 children have correctly understood the focus described in sex education.

Through research results of Orozco-Lapray (2017), the development of children's sexuality is not seen by parents. Parents know that their child will eventually develop sexuality, but it is expected that "sexuality" becomes what they experience as adults. The results of this study indicate that in addition to school, home is the best place to provide sex education. Parents are expected to be willing to discuss sexuality, want to learn about the development of sexuality, and most importantly, are eager to help their children develop healthy, positive sexuality.

Nevertheless, in reality, most parents hand over their responsibility in teaching sex education to school. This study then offers parents new definition of sexuality and parents will find by themselves the relationship between their child's behavior and the development of their child's sexuality. Providing a good environment for a child to grow sexually healthy will keep the child living on the right track.

Conclusion

Based on the research results, it can be concluded that sex education for early childhood can be provided by using demonstration method that is proven to significantly improve the understanding of sex for early childhood. Implications that can be made to successfully apply this demonstration method are: a) the teacher dares to explain the materials accurately, b) the teacher uses several examples in the learning process, c) the teacher uses a simple, interesting, and real media for the student e) the teacher should correlate the yesterday's meeting and today's meeting so that students do not forget the materials.

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