



Sex Education in Implementation of Merdeka Curriculum at Early Childhood Education

Nur Amalia Olby Anwar^{1*}, Lusila Andriani Purwastuti² 

^{1,2}Pendidikan Anak Usia Dini, Universitas Negeri Yogyakarta, Sleman, Indonesia

ARTICLE INFO

Article history:

Received December 13, 2023

Accepted March 23, 2024

Available online April 25, 2024

Kata Kunci:

Pendidikan Seks, Kurikulum Merdeka, Pendidikan Anak Usia Dini

Keywords:

Sex Education, Merdeka Curriculum, Early Childhood Education



This is an open access article under the

[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author.

Published by Universitas

Pendidikan Ganesha.

ABSTRAK

Kementerian Pemberdayaan Perempuan dan Perlindungan Anak menyatakan Indonesia saat ini sedang menghadapi keadaan darurat terkait kekerasan seksual terhadap anak. Pernyataan ini didasari oleh catatan meningkatnya kasus kekerasan seksual terhadap anak. Salah satu upaya pencegahan kekerasan seksual adalah dengan memberikan pendidikan seksual. Tujuan penelitian ini adalah menganalisis konsep dan pola penerapan pendidikan seksual dalam penerapan Kurikulum Mandiri pada pendidikan anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data dilakukan dengan menggunakan metode wawancara, observasi, dan dokumentasi. Sumber data dalam penelitian ini antara lain: kepala sekolah, 2 orang guru Kelompok Bermain, 2 orang guru Kelompok A, 2 orang guru Kelompok B, 1 orang guru khusus topik pendidikan seksual, dan 3 orang orang tua siswa. Teknik analisis yang digunakan adalah teknik analisis kualitatif enam tahap menurut Creswell. Hasil penelitian menunjukkan bahwa penerapan pendidikan seksual dalam penerapan Kurikulum Merdeka sebenarnya merupakan wujud hasil belajar yang dilakukan melalui beberapa kegiatan yaitu toilet training, pembiasaan aturan berganti pakaian, komunikasi dalam kehidupan sehari-hari, dan kelas pendidikan seks khusus. Penerapan pendidikan seksual secara masif hendaknya melibatkan seluruh warga sekolah dan orang tua siswa agar tercipta pendidikan seksual yang berkelanjutan.

ABSTRACT

The Ministry of Women's Empowerment and Children Protection stated that Indonesia is currently facing an emergency regarding sexual violence against children. This statement is based on the record of increasing cases of sexual violence against children. One effort to prevent sexual violence is by providing sexual education. The aim of this research was to analyze the concept and pattern of implementing sexual education in the implementation of the Independent Curriculum in early childhood education. This research used a qualitative approach with research type of case study. Data collection techniques were carried out using interview, observation, and documentation methods. Data sources in this research included: the principal, 2 Play Group teachers, 2 Group A teachers, 2 Group B teachers, 1 teacher specializing in sexual education topic, and 3 parents of students. The analysis technique used was the six stages of qualitative analysis techniques according to Creswell. The research results showed that the implementation of sexual education in the implementation of the Merdeka Curriculum is actually a manifestation of learning outcome, which is carried out through several activities, namely toilet training, habituation of the rules for changing clothes, communication in daily life, and special sex education classes. Massive implementation of sexual education should involve all school members and parents of students in order to create sustainable sexual education.

1. INTRODUCTION

There are various problematic issues that occur in early childhood education program, one of which concerns cases of sexual violence against children. In fact, there are still many cases of sexual violence against children (Aguiar et al., 2019; Radovanović et al., 2015). The Ministry of Women's Empowerment and Child Protection (KemenPPPA) said that Indonesia is currently facing a serious issue, namely the emergency of sexual violence against children. This statement was based on records of cases of sexual violence which

*Corresponding author.

E-mail addresses: amaliaolby@gmail.com (Nur Amalia Olby Anwar)

are increasing every year, most of which involve children as victims. Children in early childhood often become victims of sexual violence due to verbal limitations and a lack of ability to express what they feel and experience in detail (Alucyana et al., 2020; Maulia et al., 2022). This condition is further exacerbated by young their lack of understanding of the rules about which parts of the body can and can not be touched, as well as what actions they should take should unpleasant conditions occur. The increasing number of cases of sexual violence in Indonesia means that society is now obliged to create a safe space for children. Previous study explained that sex education for children is a human effort to provide teaching, awareness, and information regarding sexuality issues to children from an early age (Weiss et al., 2022). It concerns human sexual anatomy, reproduction, sexual relations, reproductive health, emotional relationships, and other aspects of human sexual behavior. However, there are often misconceptions and assumptions that sexual education only teaches how to have sex. In fact, sexual education has a broader meaning. It can also be adjusted to the child's age level so that the child understands the functions of sexual organs and instincts that can arise at any time. This understanding is in line with the stages of early childhood development proposed by Sigmund Freud regarding the Psychosexual stages, which occur in early childhood or at the age of 0 - 6 years, namely the pregenital phase, including 1) Oral (0-1 years), namely the development orientation to the mouth, 2) Anal (1-3 years), namely the development orientation to the anus, and 3) Phallic (3-6 years), namely the development orientation to the vital organs (Freud, 2019; Solikah & Novita, 2022).

The role of parents, teachers, and the surrounding environment is needed in this matter. The introduction of sexual education for children does not just provide random information, but also teaches children values and attitudes. How parents talk about sex is the child's first lesson. This relates to the choice of words, tone of voice, and facial expressions shown by parents when discussing sexuality with their children, which will provide the child of their own understanding. When parents receive questions about sex from their child, parents should avoid facial expressions that show feelings of surprise because this will have an impact on the child (Aeni et al., 2023; Uysal Bayrak et al., 2021). Sex education for early childhood begins with introducing body parts. Gradually, children will learn that the vagina and penis function not only as a way to urinate, but more than that, namely as a tool for reproduction. One way to convey sexual education to children can be started by teaching them to clean their own genitals. Toilet learning is introduced to children from the age of 2 years. If they are capable enough, teach the child to rinse or clean their own genital organs (Rofi'ah & Fawaidi, 2023; Susanti, 2020). By teaching children to clean their genitals properly after urinating and defecating, children can be independent and not depend on other people. The following are key concepts for implementing sex education for early childhood, especially aged 4-6 years, according to previous study including: 1) The concept of body awareness; 2) Understand the rules of various types of touch; 3) Understand the feelings that arise within yourself; 4) Assertive behavior (Solikah & Novita, 2022).

Minister of Education and Culture Regulation Number 146 of 2014 stipulates Basic Competencies in the aspect of physical motor development, namely basic competence 3-4 4-4 which contains sexual education in early childhood education. Sexual education in early childhood education may take the form of learning materials with indicators of carrying out activities that show children are able to recognize body parts that must be protected, how to protect themselves from violence, including sexual violence (for children aged 4-5 years), and are able to protect themselves from attempted violence, including sexual violence and bullying, for example: screaming and running (for children aged 5-6 years) (Cacciatore et al., 2019; Tanaka et al., 2020). The change in curriculum from K-13 to the Independent Curriculum also changed the content of sexual education in it. In the Independent Curriculum, sexual education is included in the Learning Outcomes of Identity. Identity is a person's assessment and understanding of himself, both as a person and as part of a group. The policies contained in K-13 and the Independent Curriculum show the involvement and role of institutions of early childhood education in sexual education. Educators and early childhood education staffs should be aware of this (Farouqi et al., 2023; Helista et al., 2021).

Researchers distributed a survey to 114 early childhood educators in Samarinda. The survey was distributed in Samarinda, the capital of East Kalimantan, to find facts about teacher perceptions in the area. This survey is important because based on data tracking of sexual violence cases, East Kalimantan is included in the 10 cities with the highest cases of sexual violence against children in Indonesia. From this survey, it was found that most teachers were aware of the difficulties they faced when providing explanations to children regarding sexual education. Choosing words and arranging sentences to explain to children is still a challenge experienced by teachers in early childhood education. Then, based on initial studies conducted by researchers in several kindergartens, field facts were found that the implementation of sexual education in one of the Montessori-based kindergartens and Islamic kindergartens in Yogyakarta, it can be seen from the findings that the providing of material through themes or topics related to sexual education is the same as one that is conducted at one of the Islamic kindergartens in Samarinda (Alenezi,

2020; Rahardjo et al., 2022). This initial study showed that the implementation of sexual education in previous institutions still refers to the 2013 Curriculum.

Contrary to the three institutions, through initial observations and interviews conducted at PAUD Mutiara Ibu, it was discovered that PAUD Mutiara Ibu was a pilot PAUD that had already implemented the Independent Curriculum. Other information also explained that PAUD Mutiara Ibu has specifically implemented sexual education for its students as a separate program since 10 years ago, which is included in the Educational Unit Operational Curriculum and integrated it into daily learning, supported by statements from three parent informants in Purworejo who explained that up until now, there are no other early childhood education units that provide sex education specifically aside from PAUD Mutiara Ibu. The presentation of these findings showed that there is novelty in PAUD Mutiara Ibu which carries out sexual education in the implementation of the Independent Curriculum. For this reason, researchers were interested in exploring in depth the implementation of sexual education at PAUD Mutiara Ibu through case studies with the aim of finding patterns of implementation of sexual education in the implementation of the independent curriculum at PAUD Mutiara Ibu Purworejo.

2. METHOD

This research used a qualitative approach with a research type of qualitative research. Qualitative research was used to examine actual conditions in the field, and is used as explorative research. Researchers chose case study research to examine the uniqueness of a phenomenon in the field. Case studies focus on a comprehensive understanding of a particular case or phenomenon (Creswell, 2007). Through this research, researchers focused on exploring the implementation of sexual education in the implementation of the independent curriculum. The data sources in this research were 11 informants, including: the school principal, 2 Play Group teachers, 2 Group A teachers, 2 Group B teachers, 1 sexual education teacher, and 3 parents/guardians of students. Data was collected through three techniques, namely: Observation, Interview, and Documentation. Researchers use dsource triangulation and technical triangulation, as well as member checking by bringing back the final report, descriptions, or specific themes to the informant to check the accuracy of the description. Next, the data that has been collected was analyzed through a data processing process that allowed researchers to find things that are in accordance with the main problem being researched. In this research, researchers used data analysis techniques, through spiral analysis phase as show in Figure 1.

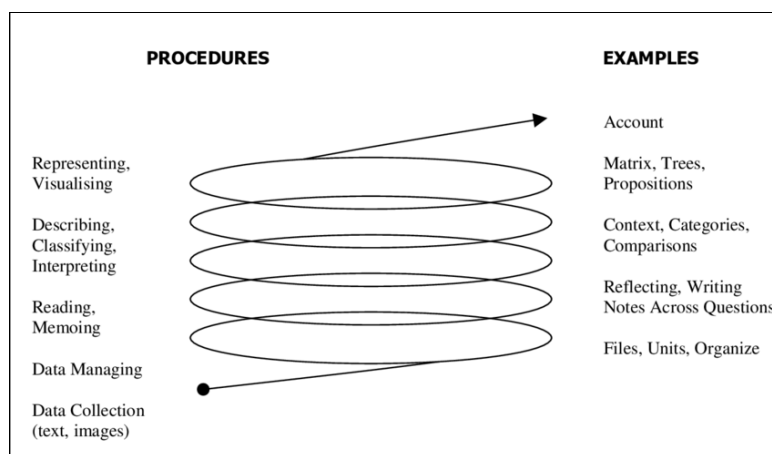


Figure 1. Spiral Analysis Phase

3. RESULT AND DISCUSSION

Result

The implementation of sexual education in PAUD Mutiara Ibu has their pattern that unique and insightful for knowing. In general the finding is show in Table 1.

Table 1. Findings on Patterns of Implementation of Sexual Education in PAUD Mutiara Ibu

Group	Form of Sexual Education
Play Group	Daily routine toilet training at 09.00 Accompanied habituation of the rules of changing clothes

Group	Form of Sexual Education
	Daily communication
Group A	Independent toilet training Accompanied or independent habituation of the rules of changing clothes
Group B	Daily communication Independent toilet training Independent habituation of the rules of changing clothes Daily communication Special material session on Sex Education

Base on Table 1, the implementation of sex education classes involves students in Group B aged 5-6 years. The sex education class in semester 1 is delivered by Mrs. SL as a teacher or special speaker on sexual education with the topic "Me and My Genitals". The topic "Me and My Genitals" is divided into three meetings which discussed: identifying male and female underwear; identifying differences between male and female genitals; and how to care for and maintain private areas. The class sessions are held separately for boys and girls for around 30-60 minutes and are held outside of the core activities. Documentation sex education at PUAD Mutiara Ibu is show in Figure 2.



Figure 2. Sex Education Class at PAUD Mutiara Ibu

The implementation of sexual education at PAUD Mutiara Ibu is also found in daily learning activities, including toilet training activities, getting used to changing clothes, and communication carried out in daily learning. In the results of daily observations carried out in the Play Group (KB), Group A, and Group B, all teachers together with the principal and other school residents have used real medical language, such as referring to penises and vaginas. Furthermore, toilet training activities at PAUD Mutiara Ibu start from the age of 2 years, or in the Play Group. Toilet training is carried out regularly every day at 09.00, separately for boys and girls. When the teacher accompanies the children to put their underwear back on, they are given knowledge about the difference between front and back underwear through instructions on small triangles and large triangles. Children are also constantly reminded about the concept of left and right. Toilet training habits were then continued in Group A and Group B. However, there are differences between the Play Group, and Group A and Group B. Students in Group A and Group B handle their toilet needs independently. It can also be seen that consciously, children know which toilet is for boys and which toilet is for girls, aided by a picture symbol in front of the toilet door that indicates whether the toilet is for boys or girls.

Furthermore, the habit of changing clothes is carried out with the rule of having to take turns, girls first then boys. Apart from that, it was also seen that there is communication that occurs between teachers and children, children to teachers, and children to children, regarding sexual education. Daily communication related to sexual education can be seen in how teachers communicate things such as dress codes, safe and unsafe touching limits, making agreements before playing activities, as well as when teachers find problems to provide an understanding of sexual education to children. The massive implementation of sexual education at Mutiara Ibu PAUD is also demonstrated through the involvement of the entire school community. In several observation findings, it can be seen that there is involvement of all school members, both educational staff and non-educational staff such as employees or people in charge of general affairs. The involvement of the school community is demonstrated when there are teachers who need help to maintain a conducive atmosphere in the classroom, and when there are children who need help with their toilet needs. Apart from involving the participation of the entire school community, PAUD Mutiara Ibu is also consistent in involving parents/guardians of students to create sustainable sexual education.

The implementation of sexual education at PAUD Mutiara Ibu through the activities described previously is a manifestation of efforts to provide stimulation to children so that the Learning Achievement

indicators can be achieved. Based on the analysis carried out by researchers, the following is the explanation. First, the learning achievement of religious values and character is stimulated through toilet training activities, habituation of the rules of changing clothes, and communication in daily learning. Through these activities, children can actively participate in maintaining cleanliness, health, and personal safety as a form of gratitude to God Almighty, and children can respect fellow humans with their various differences and practice good behavior and noble character.

Second, the learning achievement of identity is stimulated through toilet training activities, habituation of the rules of changing clothes, and communication in daily learning. Through these activities, children can recognize and have positive behavior towards themselves and the environment as well as a sense of pride as Indonesian children based on Pancasila. Not only that, children also learn to adapt to the environment, rules, and norms that apply at least in their immediate environment. Then, children also use movement functions to explore and manipulate various objects from the surrounding environment as a form of self-development.

Third, the learning achievement of basic literacy and STEAM is stimulated through toilet training activities, habituation of the rules of changing clothes, and communication in daily learning. Through these activities, children will recognize and understand various information, communicate feelings and thoughts verbally, in writing, or using various media, and build conversations. Children can also show interest, passion, and participate in pre-reading and pre-writing activities, as well as recognize and use pre-mathematics concepts to solve problems in everyday life. Then, children also show curiosity through observation, exploration, and experimentation using the surrounding environment. Finally, children demonstrate early abilities to use and engineer technology and to search for information, ideas and skills safely and responsibly. For students in Group B, learning achievement as explained previously is the same. However, because Group B held a sex education session, it also stimulated the learning achievement of basic literacy and STEAM in the sub-elements of children exploring various artistic processes, expressing them, and appreciating works of art.

Discussion

The implementation of sexual education at PAUD Mutiara Ibu is quite massive for a PAUD institution. It is known that currently, there are still very few PAUD institutions that have special sexual education programs, such as those implemented at PAUD Mutiara Ibu. Through several previous research findings, sexual education is linked to Basic Competencies in physical motor aspects as outlined in the 2013 curriculum. The implementation of sexual education is then integrated into daily learning through habituation and the theme "I/Myself" (Alucyana et al., 2020; Rahardjo et al., 2022; Wulandari & Lestari, 2023). PAUD Mutiara Ibu has a sexual education program which differentiates it from other PAUD institutions. The pattern of implementing sexual education at PAUD Mutiara Ibu is based on the stages of early childhood development. The implementation of sexual education is differentiated into Play Group (KB), Group A, and Group B age levels.

In toilet training activities, children are given knowledge about their body needs, how to care for and maintain personal hygiene, as well as knowledge about the differences between male and female genders. In line with what said, toilet training is given to children from the age of 2 years (Susanti, 2020). If the child is deemed capable enough to rinse or clean their own genital organs, the child can be taught to defecate independently, in accordance with the findings of several other researches which found that toilet training is a strategy for implementing sexual education for early childhood (Rofi'ah & Fawaidi, 2023).

The next implementation of sexual education which is also carried out routinely at PAUD Mutiara Ibu is habituation of the rules of changing clothes. The habituation of changing clothes at PAUD Mutiara Ibu is carried out based on the rules of alternating between boys and girls and regarding knowledge of a child's personal area. Similar findings were also presented in several studies that explored the implementation of sexual education in institutions of early childhood education. The results of this research showed that, as an alternative to getting used to toilet training, it is also necessary to carry out habituation of changing clothes according to the rules (Muslich et al., 2023; Suhirman et al., 2023; Rakhmawati et al., 2023). In the Islamic view, sexual education can be introduced through the concept of aurat. The concept of aurat is related to the culture of shame that is taught to children so that children do not take off their clothes anywhere (Hidayati & Nurhafizah, 2022; Lestari & Zaman, 2017).

Furthermore, sexual education is also implemented in communication during the daily learning process. Thus, the implementation of sexual education at PAUD Mutiara Ibu runs in a free-play atmosphere. The implementation of sexual education in this form is in line with research from Malaysia, which found that the implementation of sexual education by early childhood teachers was carried out without planning and was not limited to a formal area or time, but could be given in an informal context according to the information needed at the time (Nawi et al., 2021). The findings in the form of teacher communication with

children when conveying information about sexuality are in line with research conducted in Canada which explains that teachers' responses to children's questions are a very effective form of providing information on sexuality (Balter et al., 2016). The role of teachers in this case strengthens the research which discussed the role of teachers as communicators of early childhood sexual education (Rahardjo et al., 2022). These findings show that, as sexual education communicators, teachers have a role in conveying sexual education information, such as covering their private parts, how to care for themselves, and so on. Early childhood teachers are expected to be able to instill the value of responsibility by introducing body tasks and functions based on gender (Maulia et al., 2022; Wulandari & Lestari, 2023).

Sexual education at PAUD Mutiara Ibu is not only implemented in the integration of daily learning, but is also held through sex education classes. The sex education class is a unique finding in this research, where in previous research there were no PAUD institutions that implement sexual education specifically like PAUD Mutiara Ibu does in sex education classes. Sex education sessions were given to group B students. In the Psychosexual theory by Sigmund Freud, it was explained that group B students experienced a Phallic development phase, where children begin to realize the differences between men and women, have a high sense of curiosity about it, and be aware of sexual activity (Freud, 2019). Children at this age should receive sexual education which includes basic information, cognitive tasks, and less complex activities. Introducing related topics to children at this age is a form of fulfilling children's basic educational rights, in line with the results of the research on Comprehensive Sex Education (CSE) (Goldfarb & Lieberman, 2021; Rahardjo et al., 2022). Sex education sessions are held 3 times in 1 semester. In this case, the sexual education teacher plays a role as a motivator, namely the role of creating a pleasant learning atmosphere in terms of sexual education. Implementing sex education sessions like this can be implemented in other institutions, because through a comparative study of sexual education curriculum policies between countries, many educational institutions from developing countries do not yet have special sexual education programs (Gerda, 2023; Supandi & Senam, 2019). In addition, research findings showed that parents actually expect sexual education to be provided by schools (Aeni et al., 2023).

PAUD Mutiara Ibu ensures that its students receive correct and accurate information. This finding appears in the consistency in the presentation of research results, which showed that all those involved in implementing sexual education will use medical language, such as referring to the penis for boys and the vagina for girls. Such findings are the latest presented in this research, because in previous research, most teachers still felt that it was taboo to mention genitals by name (Rakhmawati et al., 2023). The consistency of PAUD Mutiara Ibu regarding referring to genitals in accordance with medical language shows an ideal implementation of sexual education. This ideal sexual education is in line with statements in previous studies, which stated that it is important for children to know the actual names of their reproductive organs (Choiriyah & Al-Atsary, 2021, p. 56; Muslik, 2013, p. 34).

In order to maximize the implementation of sexual education, PAUD Mutiara Ibu is committed to involving the entire school community. The entire school community, both educators and educational staff, are on stand by to accompany children when they need them (Greer et al., 2016; Rofi'ah & Fawaidi, 2023). The involvement of sexual education is also emphasized on parents/guardians. PAUD Mutiara Ibu involves parents/guardians through parenting activities, assignments to discuss sexual education material, and sustainable habits. These findings strengthen previous research on the role of parents in sexual education (Suryani et al., 2023; Windiastuti & Syamsudin, 2019).

The sexual education program implemented at PAUD Mutiara Ibu is related to each sub-element in the learning achievement element of the independent curriculum. Learning achievement of religious values and character is demonstrated by children's sense of gratitude manifested through their ability to care for themselves and maintain their safety. Such abilities will refer to personal safety skills which consist of three stages, namely 1) recognize, the children's ability to know the private parts of their body, 2) resist, the children's ability to act when faced with sexual harassment, and 3) report, the children's ability to report bad events they received. Not only that, the learning achievement of religious values and character is also demonstrated when children can respect themselves and others (Cacciatore et al., 2019; Nabilah et al., 2019). Through rules for toilet training activities, changing clothes, daily communication, and sex education sessions, children are taught to comply with applicable norms and respect their own and others' privacy. This achievement is in line with the results of research on the stages of sexuality which confirms that children need to learn to respect their bodies and the boundaries of other people, as well as the rules that apply around them, also in line with the key concept of implementing sex education for children aged 4-6 years, namely through the concept of awareness of the body, rules for various types of touch, understanding the feelings that arise within oneself, and having the courage to express opinions (Rahardjo et al., 2022; Wulandari & Lestari, 2023). This finding also strengthens other research which reveals that sexual education is a strategic way to equip children to protect themselves from the dangers around them (Azzahra, 2020; Fitriani et al., 2021; Hinga, 2019).

Furthermore, the learning achievement of identity can also be seen in these sexual education programs. Learning achievement of identity focuses on children's self-concept. Of course, this is related to children's knowledge of their gender (Helista et al., 2021; Rachmayanti, 2022). This is in line with other research which revealed that sexual education also includes providing knowledge and understanding to children about how to care for and maintain the cleanliness of all parts of their body (Isnaeni & Latipah, 2021). Through this understanding, PAUD Mutiara Ibu teachers are expected to be able to instill the value of responsibility by introducing body tasks and functions based on gender (Maulia et al., 2022; Wulandari & Lestari, 2023). Strengthening children's self-concept is carried out in the hope that children will avoid sexual deviations in adulthood.

The findings in this research explain that when given toilet training and changing clothes according to the rules, children are taught about the differences between boys and girls. This knowledge is in line with UNESCO's sexual education guidelines, regarding the third key concept, namely understanding gender. Findings in daily communication show harmony. Teachers appear to give instructions several times based on the characteristics and gender of children during playing activities. Introduction to individual identity for early childhood will help children understand themselves, their environment, and build social interactions so that children can appreciate diversity well (Aghnaita et al., 2022; Helista et al., 2021). Through this, children's identity as a complete boy or girl will be formed. Learning achievement of identity also includes children's ability to behave positively towards themselves, namely by actively participating in caring for and maintaining personal hygiene and personal safety. Children are also given stimulation for their movement abilities. In line with this, research explained that, when children are taught about the differences between men and women on toilet training, children are also taught about how to take off and putting back their trousers (Khoiruzzadi & Fajriyah, 2019). Next, children are taught how to clean the penis or vaginal area after urinating, then to flush the toilet to remove the dirt. Then, children are invited to wash their hands and feet to maintain cleanliness. Similar thing happens in the habit of changing clothes.

Then, the learning achievement of basic literacy and STEAM is also stimulated by the sexual education program carried out by PAUD Mutiara Ibu, mainly regarding children's process of receiving and understanding information. Sexual education literacy for early childhood includes children's interest or ability in writing their own names and the names of their family members, as well as reading about sexual education. This finding is in line with a research on early childhood literacy interest which explained that one way of stimulating children's literacy interest is by inviting them to write their self-identity in the form of name (Akkas & Suryawati, 2021; Khoeriah et al., 2023). Through toilet training activities and habituation of changing clothes, children know the differences between boys and girls. Pre-reading and pre-writing abilities in children are stimulated by providing male/female picture symbols in front of the toilet door. Such picture symbols are the same as picture card media. It is explained that picture cards are pictures related to material that function as a means of conveying messages from teachers to students, and are expected to stimulate children's pre-reading abilities (Hidayatussoalihah et al., 2022; Ramadanti & Arifin, 2021). In daily learning activities, children understand various kinds of information communicated by the teacher. This ability is referred to as early literacy ability. Literacy awareness in a simple way as presented will make it easier to implement sexual education in the future (Amrullah et al., 2023; Masykuroh & Qosyasih, 2023).

Furthermore, STEAM is also stimulated through toilet training activities and habituation of changing clothes. STEAM has a good impact on early childhood, especially on understanding technology and the ability to solve problems in everyday life. During toilet training, children are invited to explore the environment around them to raise their curiosity. Children are taught to use simple technology such as toilets in men's and women's toilets. In toilet training activities, children are often accompanied by a teacher and given instructions, such as right foot and left foot, one hole for one foot, triangle shape, and big and small. The instructions contain simple concepts of early premathematics for young children (Akkas & Suryawati, 2021; Wahyuningsih et al., 2019). Pre-mathematics concepts that should be introduced to young children include counting, geometry, measurement, serialization, number operations, patterns, classification, and graphs. Then, through sex education activities, children are given drawing assignments which will stimulate children's ability to produce and appreciate works of art. Drawing activities are included in the fine arts which can be useful for children to increase creativity, imagination, cognition, fine motor skills, vocabulary, and freedom of expression (Juniati & Hazizah, 2020; Pebrianty & Pamungkas, 2023). The pattern of implementing sexual education in PAUD Mutiara Ibu strengthens previous research which discussed sexual education programs for early childhood. The newest thing in this research that was not available in previous research is the existence of a special sex education session. This research also presents updates on sexual education implemented by institutions with an independent curriculum.

4. CONCLUSION

The implementation of sexual education in the implementation of the independent curriculum is a manifestation of the Learning Achievements initiated in the independent curriculum itself. Learning Achievements covers all the objectives in implementing sexual education, such as achievement of Identity to understand self-identity, achievement of Religion Values and Character to understand how to respect oneself and others, and achievement of Literacy and STEAM to strengthen children's understanding of parts of their body. The implementation of sexual education is carried out through several activities, namely toilet training, habituation of the rules of changing clothes, daily communication, and special sex education classes. Massive implementation of sexual education should involve all school members and parents/guardians to create sustainable sexual education.

5. REFERENCES

- Aeni, K., Kurniawati, Y., & Pranoto, S. (2023). Level agreement persepsi guru dan orang tua terhadap pendidikan seks anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 817–828. <https://doi.org/10.31004/obsesi.v7i1.3730>.
- Aghnaita, A., Norhikmah, N., Aida, N., & Rabi'ah, R. (2022). Rekonstruksi pembelajaran bagi anak usia dini melalui konsep "Jati Diri." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3253–3266. <https://doi.org/10.31004/obsesi.v6i4.2071>.
- Aguiar, A. L., Aguiar, C., Cadima, J., Correia, N., & Fialho, M. (2019). Classroom quality and children's social skills and problem behaviors: Dosage and disability status as moderators. *Early Childhood Research Quarterly*, 49, 81–92. <https://doi.org/10.1016/j.ecresq.2019.05.005>.
- Akkas, M., & Suryawati, E. A. (2021). *Buku panduan guru: Capaian pembelajaran elemen dasar-dasar literasi & STEAM*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Alenezi, A. (2020). The role of e-learning materials in enhancing teaching and learning behaviors. *International Journal of Information and Education Technology*, 10(1), 48–56. <https://doi.org/10.18178/ijiet.2020.10.1.1338>.
- Alucyana, A., Raihana, R., & Utami, D. T. (2020). Urgensi Pendidikan Seks Pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 6(1), 71–87. <https://doi.org/10.24235/awlad.v6i1.5451>.
- Amrullah, N. A., Rohman, Y. L., Nawawi, M., Kuswardono, S., Nurmana, Azmi, M. U., Rositawati, P., & Permana, M. Y. A. (2023). Sosialisasi literasi seksual usia dini melalui multimedia edukatif untuk guru-guru PAUD Kota Semarang. *ABADI: Jurnal Ahmad Dahlan Mengabdi*, 2(2), 58–66. <https://doi.org/https://doi.org/10.58906/abadi.v2i2>.
- Azzahra, Q. M. (2020). Pendidikan seksual bagi anak usia dini: "My Bodies Belong To Me." *Jurnal Pendidikan: Early Childhood*, 4(1), 77–86. <https://doi.org/https://doi.org/10.35568/earlychildhood.v4i1.736>.
- Balter, A. S., Van Rhijn, T. M., & Davies, A. W. J. (2016). The development of sexuality in childhood in early learning settings: An exploration of early childhood educators' perceptions. *Canadian Journal of Human Sexuality*, 25(1), 30–40. <https://doi.org/10.3138/cjhs.251-A3>.
- Cacciatore, R., Kortenien-Poikela, E., & Kaltiala, R. (2019). The steps of sexuality—A developmental, emotion-focused, child-centered model of sexual development and sexuality education from birth to adulthood. *International Journal of Sexual Health*, 31(3), 319–338. <https://doi.org/10.1080/19317611.2019.1645783>.
- Choiriyah, I. U., & Al-Atsary, A. I. (2021). *Pendidikan seksual bagi anak dan remaja dalam Islam*. Pustaka Al-Khoir.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage. <https://doi.org/10.1080/0957514810010204>.
- Farouqi, N. Al, Novelasari, Widdefrita, Sidiq, R., Lestari, E. M., & Silaban. (2023). Program "Aku Sayang Diri" terhadap peningkatan keterampilan guru TK dalam pendidikan seksual anak usia dini. *Jurnal Ilmiah Manusia Dan Kesehatan*, 6(April). <https://doi.org/https://doi.org/10.31850/makes.v6i2.2213>.
- Fitriani, D., Fajriah, H., & Wardani, A. (2021). Mengenalkan Pendidikan Seks Pada Anak Usia Dini Melalui Buku Lift The Flap "Auratku." *Gender Equality*, 7(1). <https://doi.org/10.22373/equality.v7i1.8683>.
- Freud, S. (2019). *Three Contributions to the Theory of Sex*. Immortal Publishing dan Octopus.
- Gerda, M. M. (2023). Comparison of curriculum strategies for the prevention of child sexual abuse (CSA) in developing and developed countries. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(5), 5380–5396. <https://doi.org/10.31004/obsesi.v7i5.5323>.
- Goldfarb, E. S., & Lieberman, L. D. (2021). Three decades of research: The case for comprehensive sex education. *Journal of Adolescent Health*, 68(1), 13–27. <https://doi.org/10.1016/j.jadohealth.2020.07.036>.
- Greer, B. D., Neidert, P. L., & Dozier, C. L. (2016). A component analysis of toilet-training procedures

- recommended for young children. *Journal of Applied Behavior Analysis*, 49(1), 69–84. <https://doi.org/10.1002/jaba.275>.
- Helista, C. N., Puspitasari, O., Prima, S. A., & Anggraini, Y. D. (2021). *Buku panduan guru: Capaian pembelajaran elemen jati diri untuk satuan PAUD*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Hidayati, W. R., & Nurhafizah, N. (2022). Introduction of Sex Education to Early Childhood : to Reduce Cases of Child Sexual Abuse. *Indonesian Journal of Early Childhood Education Studies*, 11(1), 75–82. <https://doi.org/10.15294/ijeces.v11i1.44401>.
- Hidayatussoalihah, H., Karta, I. W., & Rachmayani, I. (2022). Deskripsi kemampuan literasi anak kelompok B di PAUD Negeri Kecamatan Palibelo. *Jurnal Ilmiah Profesi Pendidikan*, 7(4), 2309–2316. <https://doi.org/10.29303/jipp.v7i4.963>.
- Hinga, I. A. T. (2019). Pencegahan kekerasan seksual pada anak melalui edukasi kesehatan reproduksi berbasis media pada murid sekolah PAUD. *GEMASSIKA: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 83. <https://doi.org/10.30787/gemassika.v3i1.395>.
- Isnaeni, R. F., & Latipah, E. (2021). Perkembangan seksual anak usia dini (0-6 tahun) dan stimulasinya. *Jurnal Golden Age*, 5(02), 255–262. <https://doi.org/https://doi.org/10.29408/jga.v5i02.3561>.
- Juniati, W., & Hazizah, N. (2020). Pengaruh permainan sorting color dalam meningkatkan kemampuan klasifikasi pra-matematika di TK Islam Budi Mulia. *Jurnal Golden Age*, 4(01), 143–151. <https://doi.org/10.29408/jga.v4i01.2187>.
- Khoeriah, N. D., Darmawan, I., Fadilah, H., Nisa, A., Ramlan, R., Khoeriah, N. D., Darmawan, I., Fadilah, H., Nisa, A., & Ramlan, R. (2023). Menumbuhkan minat literasi pada anak usia dini di TK Ar Rahman Motik. *Al Afkar: Journal for Islamic Studies*, 6(2), 567–577. <https://doi.org/10.31943/afkarjournal.v6i2.567.Growing>.
- Khoiruzzadi, M., & Fajriyah, N. (2019). Pembelajaran toilet training dalam melatih kemandirian anak. *JECED: Journal of Early Childhood Education and Development*, 1(2), 142–154. <https://doi.org/10.15642/jeced.v1i2.481>.
- Lestari, R. H., & Zaman, B. (2017). Developing English Language Skill for Children through Information and Communication Technology in Early Childhood Education. In *The Tenth Conference on Applied Linguistics and The Second English Language Teaching and Technology Conference in collaboration with The First International Conference on Language, Literature, Culture, and Education*. SCITEPRESS - Science and Technology Publications. <https://doi.org/10.5220/0007169404690474>.
- Masykuroh, K., & Qosyasih, N. N. S. (2023). Pelatihan peningkatan kesadaran orang tua pada pendidikan seksual anak usia dini. *BEMAS: Jurnal Bermasyarakat*, 4(September), 21–27. <https://doi.org/10.37373/bemas.v4i1.499>.
- Maulia, D., Rakhmawati, D., & Dewanto, F. M. (2022). Kontribusi guru pada pendidikan seksualitas anak usia dini. *Intuisi: Jurnal Psikologi Ilmiah*, 13(2), 234–246. <https://doi.org/10.15294/intuisi.v13i2.31846>.
- Muslich, I. M., Ni'mah, M., Hafidlatil, I., & Kiromi. (2023). Pentingnya pengenalan pendidikan seks dalam pencegahan sexual abuse pada anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 6(2), 29–38. [https://doi.org/https://doi.org/10.25299/ge:jpiaud.2023.vol6\(1\).11886](https://doi.org/https://doi.org/10.25299/ge:jpiaud.2023.vol6(1).11886).
- Muslik, N. (2013). *Bunda, seks itu apa? Bagaimana menjelaskan seks kepada anak*. Yrama Widya.
- Nabilah, I., Khoiriah, I., & Suyadi, S. (2019). Analisis Perkembangan Nilai Agama-Moral Siswa Usia Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 6(2), 192–203. <https://doi.org/10.24042/terampil.v6i2.5184>.
- Nawi, W. N. W., Kai Sze, A. W., Yeong, L. Y., Ling, Y. C., Ibrahim, A., & Jing, V. S. (2021). “But not as detailed as including teaching the private part”: Malaysian preschool teachers’ understanding on the implementation of sexuality education in preschools. *Southeast Asia Early Childhood*, 10, 40–52. <https://doi.org/https://doi.org/10.37134/saecj.vol10.sp.4.2021>.
- Pebrianty, R. D., & Pamungkas, J. (2023). Menggambar sebagai alternatif pendekatan konsepsi pendidikan seni rupa anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 536–547. <https://doi.org/10.31004/obsesi.v7i1.3696>.
- Rachmayanti, E. (2022). Penerapan pembelajaran adaptif mengenai konten pendidikan seksual: Studi fenomenologi. *Jurnal Basicedu*, 6(2), 2430–2445. <https://doi.org/10.31004/basicedu.v6i2.2392>
- Radovanović, D., Hogan, B., & Lalić, D. (2015). Overcoming digital divides in higher education: Digital literacy beyond Facebook. *New Media and Society*, 17(10), 1733–1749. <https://doi.org/10.1177/1461444815588323>.
- Rahardjo, B., Anwar, N. A. O., Putri, A. A. P., & Rozie, F. (2022). Teachers’ role as communicator and motivator in facilitating early childhood sex education in kindergarten. *Jurnal Pendidikan Anak Usia Dini*

- Undiksha, 10(2), 283–290. <https://doi.org/https://doi.org/10.23887/paud.v10i2.49962>.
- Rakhmawati, E., Fitriana, S., & Suyitno. (2023). Layanan informasi: Hambatan guru dalam menerapkan pendidikan seksual anak usia dini berbasis budaya Jawa. *Jurnal Review Pendidikan Dan Pengajaran*, 6(2), 1895–1903. <https://doi.org/https://doi.org/10.31004/jrpp.v6i4.21465>.
- Ramadanti, E., & Arifin, Z. (2021). Strategi peningkatan kemampuan membaca permulaan melalui media kartu bergambar bagi anak usia dini dalam bingkai Islam dan perspektif pakar pendidikan. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 4(2), 173–187. <https://doi.org/http://dx.doi.org/10.24014/kjiece.v4i2.12245>.
- Rofi'ah, S. H., & Fawaidi, B. (2023). Optimizing early childhood sex education to prevent sexual abuse in PAUD Al-Irsyad Al-Islamiyah Jember. *ICHES: International Conference on Humanity Education and Social*, 2(1). <http://proceedingsiches.com/index.php/ojs/article/view/5>.
- Solikah, M., & Novita, D. (2022). The effectiveness of the guided inquiries learning model on the critical thinking ability of students. *Jurnal Pijar Mipa*, 17(2), 184–191. <https://doi.org/10.29303/jpm.v17i2.3276>.
- Suhirman, Yuliasri, N. A., & Agustina, D. (2023). Pengaruh pendidikan seksual terhadap perkembangan moral anak usia 5-6 tahun di lembaga KB Nurul Iman. *Jurnal Golden Age*, 7(01), 191–197. <https://doi.org/https://doi.org/10.29408/goldenage.v7i1.18346>.
- Supandi, M., & Senam, S. (2019). Mengembangkan keterampilan berpikir kritis dengan game ritual tumpe. *Jurnal Inovasi Pendidikan IPA*, 5(2), 139–146. <https://doi.org/10.21831/jipi.v5i2.25920>.
- Suryani, T., Suidrman, & Hasanah, N. (2023). Literature review: Pengaruh pendidikan seksual orang tua pada anak usia dini terhadap kejadian sexual abuse. *Pena Nursing*, 1(2), 40–47. <https://doi.org/http://dx.doi.org/10.31941/pn.v2i1.3600>.
- Susanti. (2020). *Persepsi dan cara pemberian pendidikan seksual pada anak TK*. Penerbit Adab.
- Tanaka, Y., Araullo, G. O., Tuliao, M. T., Yamashita, T., Okuda, K., Baua, E. C., & Matsuo, H. (2020). The current situation and issues of sexual health education by school nurses in Muntinlupa City, Philippines. *Universal Journal of Public Health*, 8(6), 185–192. <https://pdfs.semanticscholar.org/7038/8a243bac871cce9a92eb8c92b51cf82cb4ad.pdf>.
- Uysal Bayrak, H., Gözü, A. I. C., & Özen Altinkaynak, S. (2021). Investigation of the Role of Preschooler Parents as Teachers. *Bulletin of Education and Research*, 43(1), 155–179. <https://eric.ed.gov/?id=EJ1320812>.
- Wahyuningsih, S., Pudyaningtyas, A. R., Hafidah, R., Syamsuddin, M. M., Nurjanah, N. E., & Rasmani, U. E. E. (2019). Efek metode STEAM pada kreatifitas anak usia 5-6 tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 305. <https://doi.org/10.31004/obsesi.v4i1.305>.
- Weiss, K. A., McDermott, M. A., & Hand, B. (2022). Characterising immersive argument-based inquiry learning environments in school-based education: A systematic literature review. *Studies in Science Education*, 58(1), 15–47. <https://doi.org/10.1080/03057267.2021.1897931>.
- Windiastuti, E., & Syamsudin, A. (2019). Cooperation Between Parents and School on Sex Education to Prevent Sexual Abuse in Early Childhood Case Study: Sex Education Implementation in Budi Mulia Dua Sedayu Kindergarten. *Proceedings of the International Conference on Early Childhood Education and Parenting*, 100–103. <https://doi.org/10.2991/assehr.k.200808.019>.
- Wulandari, H., & Lestari, F. F. (2023). Penerapan materi Pendidikan seksual di sekolah PAUD dalam upaya mencegah kekerasan seksual. *Journal on Education*, 06(01), 5127–5134. <https://doi.org/https://doi.org/10.31004/joe.v6i1.3686>.