



## Understanding of Sex Education in Early Children in View from The Role of Parenting Parents

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### ABSTRACT

This research was conducted to find out how the role of parenting influences the introduction of sexual education in children aged 4-5 years. The research method used is descriptive qualitative by collecting data through observation, interviews and documentation. Then, the subjects of this study were 3 children who had democratic, authoritarian and permissive parenting styles. Informants taken were 3 people who were parents, siblings and grandmothers who helped care for the object. Based on the research that has been done, the results show that the type of parenting applied by parents causes differences in behavior towards knowledge of sexual education in children aged 4-5 years. The permissive parenting style used has more positive impacts than authoritarian and democratic parenting styles. The development of this research found that the number of children in the family, how to communicate and negative perceptions related to sexual education.

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### KEY WORDS

parenting; sexual education; early childhood

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## INTRODUCTION

Children are a gift from Allah SWT. Lestaningrum (2018) Children are also the next generation of the nation because it is through children that Indonesia will be more advanced and developed (Lestaningrum, 2018). Early childhood is a child who is in the age range 0-6 years. At this time, the growth and development of children occurs so quickly in the golden age of life. Early age is the golden period for children. At this age children experience very rapid growth and development, both physical and non-physical growth.

Early childhood education is one of the important things to equip children for future development. For this reason, the process of stimulation or meaningful learning really determines the realization of quality human beings. Children need to get stimulation or observational learning as well as knowledge about things that will be needed in their lives. The increasing demands of the times for education and advances in science, technology, information and communication, make it impossible for Early Childhood Education to be obtained only from the family, apart from these demands the community wants information on social development from their peers. Where the information is very influential on the development of children.

Kartini (2015), argued that parents and teachers as educators should know the growth and development of early childhood as a reference material in educating and directing their children according to the stages of growth and development to understand child development. Understanding is important, for the following reasons: 1. Childhood is a period of rapid development and changes in many aspects of development. 2. Childhood experience has a strong influence on subsequent development. 3. Knowledge of child

development can help them develop themselves and solve the problems they face.

Education in Indonesia has three channels, in accordance with the elucidation of Law of the Republic of Indonesia Number 20 of 2003 Chapter VI Article 13 Paragraph 1 concerning the National Education System which states that there are three channels of education, namely formal education, non-formal education, and informal education. The path of informal education is the path carried out by the family and environment. Family is an early education that a child gets. The first people who provide this education are, of course, parents. Parents are obliged to protect children from various potential hazards that exist in the surrounding environment. Parents are also expected to be the first figures to provide an understanding of sex and introduce children to attitudes to prevent sexual harassment or violence.

The rise of cases of sexual violence against minors is currently troubling and requires special and serious handling from various groups, especially from families, education activists, legal experts, religious leaders, and also the government so that these conditions can be handled and anticipated immediately. Gawshi (in Madani, 2014: 122) says, "Sexual education is true knowledge for children that prepares them to adapt well to sexual attitudes in the future and the provision of this knowledge causes children to acquire correct logical tendencies towards sexual and reproductive issues". Meanwhile, Nasih (in Safrudin 2015:15) says, "Sexual education is a teaching, awareness, and information to children since he thinks about sexual problems, desires and marriage so that the child becomes a youth, grows up, and understands the affairs life, he will know what is lawful and what is unlawful".

The Central Bureau of Statistics (2010) estimates that Indonesia's population reaches a total of 237,641,326 people, and from these data



31,803,759 people are early childhood (0-6 years). With that many children spread across thousands of islands in the archipelago, it is clear that the Government's responsibility to protect children is a mammoth task that is very complex and difficult. The role of the government is very much needed in making laws and regulations that can guarantee the implementation of child protection. However, in implementing it, it is not only the government that is responsible, but parents, families and the community also have more obligations and responsibilities.

Children are an investment in the nation's future. Therefore, it is the responsibility of parents and educators to strive for optimal growth and development of children according to expectations. Children must continue to be nurtured, guided and protected so that they are healthy and prosperous physically, emotionally, intellectually, socially and sexually. So far, sex education for early childhood is considered taboo among the public. They think that sex education is not appropriate for children from an early age.

Even though sex education given early on is very influential in a child's life when he enters adolescence, moreover today's children are critical, in terms of questions and behavior, it's all because children have a great sense of curiosity. And usually parents often divert the conversation when their children ask why their gender is different, in fact many parents snap and forbid their children to ask taboo questions, and most parents give inconsequential and wrong answers to children even though those answers will trigger children to explore themselves, if they do not get it from their parents.

It is the lack of understanding of children about sexual abuse and the latent dangers around them that makes children silent when

they are being abused. Therefore, discussion, guidance, and directions related to sex are very important to be given when a child's sexual development begins to develop. In the world of education, schools and teachers have an important role to play in preventing sexual harassment or violence against children by providing sex education. However, the role of parents is far more important.

According to Law No. 35 of 2014 parents are biological fathers and/or mothers, or fathers and/or stepmothers, or adoptive fathers and/or mothers. Parents are a family component consisting of father and mother, and are the result of a legal marriage bond that can form a family. Parents have the responsibility to educate, nurture and guide their children to reach certain stages that lead children to be ready for society. The responsibility of parents does not only cover or is limited to material needs, but actually covers all aspects of their child's life, including aspects of sexual education. Where understanding and selecting appropriate sexual education methods will lead children to become human beings who are able to protect themselves from prohibited acts and are aware of threats and warnings from immoral acts and have clear religious guidelines.

Andriana (2006) explains that the development of gender and sexity in children starts from the most basic things, such as three-year-old children who are able to distinguish between sex and the physical differences that occur. Sexuality develops from early childhood to adulthood. This development includes physical and psychological development, psychological development in the form of psychosexual development that occurs in childhood. Upton (2012) said that there was a controversial psychosexual development psychologist from the father of psychoanalysis, namely Sigmund Freud, while the stages of psychosexual development according to



Children begin to be curious about gender differences, therefore at this stage body exploration is a development that is being experienced by children. Along with the emergence of the characteristics of the phallic stage at the age of 3 years, children begin to be driven to explore the genitals. Exploration may include genital manipulation, self-stroking, cuddling with dolls, animals or people around them, as well as other sensual experiments. If left unchecked, this can become a habit until the child grows up. Erroneous sexual experiences in children can develop wrong perceptions about genitals, reproductive processes, and sexuality, this can make children experience sexual deviations in the future.

Forms of sexual deviance are hugging, kissing, holding breasts or genitals, as well as raping or sodomizing which can be regarded as sexual violence. Santrock (2007) explains that our personality as adults is determined by the fulfillment of this pleasure (mouth, anus, genitals) and the demands of reality. If the need for pleasure at any stage is unsatisfied or overly satisfied, a person may become fixated on, or locked into, that stage of development.

Nawita (2013) explains that sex education is an effort to provide information or introduce (names and functions) of body parts, understanding gender differences, elaborating sex (relationships and intimacy) behavior, as well as knowledge about the values and norms that exist in society related to gender. Finkelhor (2009) says that the aim of efforts to prevent sexual abuse of children in the field of education (sex education) is for children to be able to identify dangerous situations and prevent sexual harassment from occurring, as well as to teach children forms of touching that are not good, how to refuse or end interactions with my friends or suspicious people, and how they can ask for help.

Nawita (2013) also said that the purpose of sex education for adolescents is not to generate curiosity and want to try sexual relations between adolescents. However, it aims to provide knowledge and educate children to behave well in terms of sex in accordance with religious, social and decency norms.

Handayani (2008) mentions several general things that parents want from their children after getting correct information about sex, including; 1) get educational information, 2) understand values related to sex that are instilled in the family, 3) feel comfortable being a man and a woman, 4) get along according to prevailing norms, 5) know that the feeling of sex is something which is humane, and must be maintained with full sense of responsibility, 6) know the difference between habits that are private and habits that are allowed to be done in public, 7) start to realize and sort out information about sex contained in the media.

Correct knowledge and understanding about sex will help children have a sense of responsibility from an early age. Sex education in early childhood must use a variety of ways, so that the goals of sex education can be realized. Nugraha and Wibisono (2016) explain that there is nothing wrong with having a dialogue about sex with boys and girls simultaneously, because after all boys need to know more about girls and vice versa. Nugraha and Wibisono (2016) also said that sex education can be introduced from the time a child is born by asking permission from the little one when undressing or changing his diaper. Also get used to changing clothes in a closed room.

Even though they are still babies and cannot respond yet, through these simple habits children learn to respect their bodies and the bodies of other people. Then teach him to care for and clean his genitals, for example after urinating and defecating. When he is a toddler, introduce the difference between boys and girls.



Starting with the closest example, for example, father is male, mother is female, then explain the differences in the organs of the body between father and mother. You can also instill morals and decency according to your religion and family values. Explain about under ware rules and how to protect yourself from strangers. The form of sex education for preschool-age children is also stated by Handayani (2008) as follows: 1) Age 18 months to 3 years, here children begin to learn to recognize their body parts. When teaching children, remember that it is important to give each body member the proper name.

Changing the name of a body part with another name will actually make the child think there is something wrong with the original name of the body part. Therefore, there is no need to replace the term penis with the word "bird", or over respond when he points to his genitals, the same way as how to name other body parts. It is also important at this age to explain to children so that they understand which parts of the body are allowed to be seen by other people, and which are not allowed so they have to be covered with clothes; 2) Age 4 to 5 years, here the child begins to show interest in basic sexuality such as the sex organs he has and the organs of the opposite sex.

He will probably ask where babies are born. He also wanted to know why the male and female bodies were different. On some occasions, he may touch his genitals and show interest in the genitals of other children. For this age, touching the genitals cannot be considered as sexual activity, but it is still within the framework of normal interest.

## METHOD

The method used in this study used a qualitative approach with the data collected obtained from observations, interviews, field

notes and documentation. Using this method can answer research problems that require an in-depth understanding of the role of parents in early childhood sex education and its implications for children's behavior. The location of this research is place where research is conducted. Determining the location of this study aims to simplify and clarify the place that will be the target of research.

The location where this research was carried out was at Lintang Surabaya Kindergarten. The reason the researchers chose Lintang Surabaya Kindergarten was because they were already familiar with the situation and conditions in that environment through the author's observations do before. The instruments used were interviews and observations with sampling carried out through purposive sampling, where the samples taken were adjusted to the research objectives to be achieved. The research subjects were 3 parents who had children aged 4-5 years.

Observation or observation is a technique or way of collecting data by making observations of events that occur in the environment. In using the observation method, the most effective way is to complete it with an observation format or blank as an instrument. Then, the format is compiled with important items related to the event or behavior described will occur. Observation can be categorized into 3 types of observation, namely direct observation, passive observation, indirect observation. Direct observation is an observation made directly to the subject so that researchers can find out directly the problems that occur in the subject, the factors that cause problems in the subject, and the variables of this study.

Furthermore, Participatory Observation, namely the observer participates in activities with the subject so that the researcher becomes more familiar with and understands the condition of the research subject. Then, there are also indirect observations made by observing electronic media (television news, radio news, internet news) or





observing a group of people. Through the various observation techniques used above, it is hoped that it can make researchers really understand the condition of the subject and be able to write down the results properly and in detail about the subject of this study.

The observation guidelines used by researchers refer to Permendikbud 137, concerning sexual education for children aged 4-5 years as follows; protect yourself from the environment, recognize good behavior or bad manners and get used to behaving well. The interview is a dialogue between the interviewer who asks questions related to the problem being researched and the resource person who provides the information needed by the researcher. This activity can be done orally with existing guidelines.

In this study the interview guidelines used were social skills, the subject's daily activities at home and outside the home room, the child's daily communication skills, the child's ability to get along, the attitude of respect for others shown by the subject when in his social environment, the type of parenting pattern carried out by parents, the identity of the research subject, opening the interview conversation flow by identifying the identity of the researcher, disclosing the topic and purpose of the interview, conducting the interview, writing or recording the results of the interview, confirming the acquisition of the interview results and identifying the results of the interview.

After getting the results of the data from the process of observation, interviews, and documentation, the next step is to do data analysis. According to Sugiyono (2017) Qualitative data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into

categories, describing them into units, synthesizing them, compiling them into patterns, choose which ones are important and which will be studied, and draw conclusions so that they are easily understood by themselves and others.

Miles and Huberman suggest that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing (Sugiyono, 2015: 330). In this study the authors used qualitative research data analysis. Qualitative research can be done through steps. As for the data analysis technique, namely data reduction, in reducing data, each researcher will be integrated by the goals to be achieved. The main purpose of qualitative research is on the findings.

Therefore, if researchers in conducting research find anything that is considered foreign, unknown, does not yet have a pattern, that is precisely what the researcher should pay attention to in carrying out data reduction. Presentation of Data (Data Display) by displaying data, it will make it easier to understand what happened and plan further work based on what has been understood. Conclusion and Verification (Conclusions: Drawing/Verification) The third step in data analysis in qualitative research is drawing conclusions and verification.

The initial conclusions made are still temporary, and will change if strong evidence is not found to support the next data collection stage. But if the conclusions found in the early stages are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

## RESULTS AND DISCUSSION

This research is focused on parenting styles adopted by parents and their role in helping to



provide early childhood sexual education. In doing this the researcher made several observations and interviews. For this study, the researchers chose informants by paying attention to the background of the parents who were in accordance with the focus of the study, namely parents who had children aged 4-5 years and had different parenting styles. The following describes the source data, observation findings and interview results in this study.

Subject 1 MG is the second child of 2 siblings, Mrs. NN and Mr. NB. Mrs. NN was a strict and disciplined person, but her attitude towards MG was very different from Mrs. NN and also during the interview Mrs. NN told a lot about MG in detail so that researchers got a lot of information about MG's daily life. However, during the interview process, MG's father was in working condition so the researcher could not conduct the interview. Every day, NN's mother works as a private employee at a computer company in the field of promotion, and NB's father works as an online taxi and MG's older brother, GO, is a junior high school student.

Although, because both of his parents worked, MG usually had MG with his older cousin, JA, who was a student. According to NN's mother, she revealed in detail that initially MG's parents in educating their children had an authoritarian parenting style, but later having MG had a slightly different way of educating and caring. Apart from that, MG's parents also worked, so Mrs. NN entrusted MG to JA.

*"I work, sis. Incidentally, I have my sister's child who lives with me. The JA also goes to college at night, so I'm taking care of this MG until I get home. JA has been living with me for a long time after MG was born until he is 4 years and 3 months old. Sometimes this MG also obeys JA because with JA I have to obey anything with me too but see if the time is right or not, my father and I also work sometimes when tired MG asks to eat like that which is hard to find around I find the house as long as the food he wants from him is not because of*

*other people ". (NN041222)*

Then it was emphasized by JA's cousin about the pattern of caregivers used as follows:

*"My parenting, if you want to eat steak, I invite you to eat near the house. Incidentally, this MG has difficulty eating, so if he wants what I have to do, because what MG wants, the food will run out" (JA101222) In ARZ's upbringing, his parents did not give MG too many rules.*

*"No sis, because I know that MG has a tough attitude and sometimes likes to get angry if something around him doesn't want to obey him." (NN041222).*

When the child disobeyed the rules or showed a negative attitude, Mrs. NN explained that she would scold MG, then Mrs. NN would explain where MG's mistake was, but it was slightly different from JA, sometimes he often allowed what MG did if it was wrong.

*"Yes, yes, I'll just get angry and then I'll tell you where the mistake lies" (NN041222)*

*"His name is a child if you don't follow it naturally" (JA101222)*

It is clearly illustrated in the excerpts from the interviews and observations above, that the parenting style applied to MG is more towards permissive parenting so that it will make MG a more spoiled child. MG in his social life is a cheerful child and talks a lot even though MG rarely plays outside the house because his home environment is in a residential area and also MG doesn't want to go to school either. Before making observations, the researchers tried to get closer to MG and invited him to communicate a little. At first it was seen that he was cautious and shy when communicating. However, in subsequent observations, MG began to dare to communicate with researchers.

*"Yes, Ms. MG, her child really talks a lot, her child is talkative, but sometimes she just keeps quiet when someone she doesn't know talks to her"*



(NN041222).

*"Yes, sometimes with his brothers, the same guy, he doesn't want to give in to the things he has, he can't be held by other people, but with younger siblings, he can lend them, sometimes on Sundays there are children from the village behind the house playing in front of my house, MG also play, he gets along quickly, sometimes shy at first" (NN041222)*

MG has indeed been taught about the differences between women and men as well as how to behave properly and politely.

*"Yes, ma'am, if you are with girls, be polite and kind. I have also taught you about the differences between women and men. I explained that women wear skirts, wear earrings and have long hair, while men don't wear skirts, don't wear earrings either. short. I also tell you that you have to respect women, both your grandmother, parents and other older siblings" (NN041222).*

MG's parents also explained that early childhood sexual education was related to the high cases of sexual crimes against children

*"Yes, ma'am, I taught it to respect women. I also told them not to be held by anyone other than mom and dad and doctors or other relatives unless the school asked for the teacher's help. This MG already understands the words may and may not" (NN041222).*

SK is the 2nd child of 2 siblings. She has an older sister who is in grade 4 of elementary school. In her daily life SK's parents give a lot of time to her because SK's mother is a housewife and entrepreneur (own business) while SK's father works out of town which makes time to play with his two children. activities that are often carried out together are playing make-up and cooking.

*"We are at home every day with our older siblings, it happens that school starts in the afternoon and younger siblings also go to school 3 times a week. Yes, if you have time to play, you can play, sometimes play with make-up, sell and sell, sometimes cook too" (EV051222)*

At her residence, EV's mother is a friendly and polite person. The interview process went so comfortable and smooth, but it was a pity that Mr. AS was away at work during the interview process. With the educational background of the mother and father, they were both SMK, SK's parents tended to adopt a democratic parenting style. SK's parents still give directions to SK in certain matters so that SK's parents give SK freedom in their activities.

*"I take care of him, right? If his child is naughty, get scolded, just like that. I also have my own rules. When it's time to play, take a nap, take a nap" (EV051222).*

SK in his daily life is a sociable child, he has many friends at school, at home and at his place of recitation. When he was met for the first time at his house he was playing with his friends, good interaction and communication. According to EV's mother, SK is an open child and likes to tell stories about activities or anything, this is in accordance with the results of interviews with EV's mother.

*"Yes, Ms. EV likes to tell stories, right? Like earlier, Ms. came home from school after changing her clothes. She told me that her friend had shared her lunch, ate lunch with her friends. This was before the sister came to tell me that she had been playing with her friends. Yes, sis sometimes likes to chatter" (EV051222).*

In addition, during the interview process with Mrs. EV SK suddenly said she wanted to go to the bathroom, Mrs. EV without hesitation didn't help her because SK could handle toilet training on her own except for the problem of defecating. SK could not.

*"My SK taught me toilet training when I was 2 years old, sis. Except for defecating, he couldn't yet. I also taught SK which parts that no one else except mom should touch. Papa, and the doctor who checks if sick. once he told me that while playing his waist was touched by someone else, SK said after the*





*other person touched his friend he shared knowledge regarding what I was teaching" (EV051222).*

From observations made at home as well as at the SK school, Mrs. EV admitted that she did not restrain SK in socializing and playing because SK was an obedient child.

*"There are a lot of friends in SK, I have also taught them about the differences between men and women, I also told them not to hold hands with the opposite sex, they can only be of the same sex, if the teacher or at school sits with a boyfriend, I will tell you it's okay, there is a teacher, the problem is" (EV051222).*

*"I never sanctioned SK because he was an obedient child. He made mistakes to the point of crying. I'll let him go.*

MK is the 3rd subject of this research. He is the eldest child of Mrs. NR and Mr. FD who work every day. However, MK was raised by EN's grandmother, who every morning before her parents left for work, EN came to look after MK until her parents returned home. When at home after work, his parents still had time to play and study according to what Mrs. NR said below

*"Yes, after work, I arrived at home before my father, I played and studied with him" (NR041222)*

The upbringing of MK by their parents who have a high school education background tends to provide time discipline and limitations such as limits on playing outside the home.

*"Yes, madam, it's time for lunch, yes, take a nap, take a nap, before school, you also have to have breakfast before playing outside, you have to take a bath first, play outside with your grandmother before I get home around 4 pm until I come around 5 pm and then come in house" (NR041222).*

*"Yes, sometimes if I'm a little late, I get angry, especially when it's hard to eat and sleep" (EV091222)*

Sometimes MK is also not allowed to play outside and play with his friends. If MK does bad behavior or is not in accordance with the rules of MK's parents. Mother and father as well as grandmother who looked after him scolded and punished him. This is in accordance with what was expressed by Mrs. NR as follows

*"Yes, miss, I taught them to play together without distinguishing between men and women. Before he entered PG, I taught him the differences between men and women in a simple way. I have also taught about the parts of the body that can be touched and which cannot be touched. But MK spends a lot of time at home after school so he goes straight home" (NR041222)*

*"Scramble over toys, he still can't share toys with his friends. Once upon a time, his grandmother was at home, a neighbor's child was playing at home using MK toys, he immediately took his toys" (NR041222)*

*"He responds quickly when he makes mistakes and easily says thank you to people who give something" (NR041222)*

*"In the afternoon, sometimes when I'm sleepy, I still force myself to play, I get mad at Ms. I lock the front fence and the door, sometimes I cry too, because if you keep playing, you can't take a nap, sis" (NR041222)*

Based on observations and interviews with parents, MK is a sociable child and makes friends easily. However, like playing with MK, it still looks aggressive. When MK made a mistake against his friend, he immediately apologized and thanked him. This is in accordance with the statement of Mrs. NR as follows:

*"Yes, miss, I taught them to play together without distinguishing between men and women. Before he entered PG, I taught him the differences between men and women in a simple way. I have also taught about the parts of the body that can be touched and which cannot be touched. But MK spends a lot of time at home after school so he goes straight home" (NR041222)*

*"Scramble over toys, he still can't share toys with his friends. Once upon a time, his grandmother was at home, a neighbor's child was playing at home*



using MK toys, he immediately took his toys" (NR041222)

*"He responds quickly when he makes mistakes and easily says thank you to people who give something" (NR041222)*

Based on the results of the interviews above, it was also observed that each parent has a different educational and economic background, starting from junior high school to undergraduate (S1), also having a variety of parenting styles, including parents who limit children's activities with lots of rules and give punishment (authoritarian parenting). parents who release children but are still controlled (democratic parenting) and there are also types of parenting that free children without rules and do not think about the good and bad for the child (permissive parenting).

The results of the interview were also observed by subject 1, namely MG, who said that educating their children used permissive parenting. Sugihartono (2021: 55) says that this parenting style is indulgent for children, parents let children do what they want and there is also very little control over parents, children are free to make their own decisions.

In subject 1, with a high emotional and violent subject background, both parents worked so that much parenting was done by their cousins who provided pampering parenting and complied with every wish of MG which was initially spoiled by parents but by older cousins more indulged to her liking.

The spoiled behavior of her parents and cousins made MG have a temperament, tough and irritable. The parenting style that is applied has an influence on the ability to protect oneself from the environment and socialize. MG is already 4 years old but still doesn't want to go to school, his parents also don't force him if MG doesn't want to go to school and it's also rare for MG to play outside the house for reasons of

a residential environment where parents rarely or even never allow children to play outside.

MG in his daily life studies on his own sometimes with his older brother but even though he uses a permissive parenting style MG gets toilet training independently but for defecation activities he still needs help. When Mrs. NN is off work, Mrs. NN and Mr. NB have time together with MG and her brother. Mrs. NN also taught about basic education for children about the differences between men and women, that no one else could touch her except parents, siblings, older siblings and doctors when checking if she was sick. Even though MG spends a lot of time at home MG can distinguish good and bad things.

On subject 2 SK are children who get democratic parenting, which according to Fathi (in Afiyahi 2021: 107) says that this parenting style is able to provide self-control for children regarding their behavior and is responsible for themselves. Parents in this parenting style apply clear, consistent rules and allow children to explore but still have parental control.

SK in her daily life is a happy and sociable child also EV's mother gives a sense of trust through freedom in activities but still applies disciplinary boundaries, tells the rules of playing outside the home then when she makes a mistake or doesn't apologize first if she is wrong SK will be scolded and EV's mother gives advice to SK.

From the parenting style adopted by the parents, it seems that it has an influence on the ability to take care of oneself and is easy to get along with. SK has the warmth and understanding of EV's mother who also responds to SK's story, making it easy for children to convey all good and bad activities at school, at home or in society. So that when children are able to take care of themselves by their environment, they make children more independent in toilet training. Incidentally, SK is also taught by Ms. EV regarding toilet training. SK is a confident and sociable child.



EV's mother also teaches and imparts a little knowledge about basic sexual education in early childhood regarding the differences between boys and girls, not to be touched by other people except parents, older siblings and doctors when we are sick. SK is able to understand and apply what is taught by parents.

In subject 3 MK are children who get authoritarian parenting, where according to Gustav (in Kafa and Sri 2021: 37) authoritarian parenting is parents who apply rules that absolutely must be obeyed by children without giving children opportunities to express their opinions. Parents in this parenting style apply clear, consistent rules and allow children to explore, but there is still control from the parents if the rules set by the parents are violated, the child will be punished. MK in his daily life is a diligent and cheerful child who is also a little easy to get along with other people.

NN's mother gave limits on time and activities outside the home but NN's mother was sure that this would make MK become disciplined and responsible when he was an adult. Mrs. NN herself admits that if the Constitutional Court disobeys and violates the rules that I have set, she will be given a punishment such as locking the gate of her house after that she will still be given an explanation regarding the mistake that was made. From the parenting style adopted by the parents, it seems that it has an influence on the ability to protect oneself from the environment, recognize good and bad behavior and good behavior habits.

MK is humble, forgiving and tells a lot of stories. Mrs. NR also responded to the story. NR made it easy for children to convey all good and bad activities at school, at home or in society. So that children when they are able to take care of themselves by their environment make children more independent in toilet training. Even

though MK sometimes still wet the bed, NR's mother still disciplined MK to urinate in the bathroom.

Obedying the rules made by MK's parents did not forget that parents also gave and taught a little knowledge about children's sexual education related to basic matters regarding male differences. The male and female incidentally MK sits on the bench of the play group and many of his friends are female. The teacher at school and Mrs. NR also teach a little about the basic differences between men and women, and should not be touched by other people except mama and papa, sibling, grandma and doctors when sick. MK is also always neat when going to school Mrs. NR admits that the much time MK is at home does not in the least bit that her parents forget the importance of basic sexual education for early childhood.

## CONCLUSIONS

Based on the results of the research that has been done, the following conclusions are obtained: (1) The role of permissive parenting style in the introduction of sexual education in children aged 4-5 years makes children more spoiled, less independent, has selfish behavior and is able to take care of themselves from their environment; (2) The role of democratic parenting style in the introduction of sexual education for children aged 4-5 years makes children easy to get along with, confident and independent so that children are able to communicate related to their environmental conditions; (3) The role of authoritarian parenting style in the introduction of sexual education in children aged 4-5 years makes children able to recognize their environment, time discipline when going to school and able to distinguish between good and bad behavior; and (4) The results of this study also obtained new findings, namely that it appears that the number of children in the family, the way of communication between parents and children is also negative public perceptions about sexual education for early childhood.



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