

The Pattern Form of Sex Education by Parents to Child as An Effort to Prevent Sexual Harassment

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Abstrak

Kerjasama Maraknya kasus pelecehan seksual terhadap anak di bawah umur yang kerap terjadi di lingkungan keluarga, bermain, dan belajar membuat orang tua khawatir akan keselamatan anaknya ketika berada di luar jangkauannya. Selain itu, pelaku pelecehan seksual sendiri seringkali berasal dari orang-orang terdekat korban, seperti kerabat, pendidik, bahkan teman bermain. Hal itu dibuktikan dengan kasus-kasus yang terjadi belakangan ini. Oleh karena itu, tujuan dari penelitian ini adalah untuk melihat bagaimana pola penyampaian dan efektifitas pendidikan seks dalam mencegah pelecehan seksual yang diukur dari pola penyampaian pendidikan seks oleh orang tua. Metode penelitian adalah metode kualitatif dengan pendekatan studi kasus intrinsik, dengan pemilihan partisipan menggunakan purposive sampling. Kemudian pesertanya adalah orang tua berasal dari Legok dan Parung Panjang yang dikelompokkan berdasarkan umur yaitu orang tua muda dan orang tua cukup tua. Teknik pengumpulan data meliputi wawancara, kuesioner, dan observasi. Hasil penelitian menunjukkan bahwa terdapat perbedaan pola pendidikan seks antara orang tua muda dan orang tua paruh baya, serta efektivitas pendidikan seks dalam mencegah pelecehan seksual pada anak. Pendidikan seks untuk orang tua muda dan cukup tua dapat ditemukan di buku dan media elektronik. Oleh karena itu, pengetahuan anak tentang pendidikan seks tergantung pada seberapa baik orang tua memahami dan menerapkannya kepada anaknya.

Kata Kunci: Pola, Pendidikan Seksual, Orangtua, Pelecehan Seksual.

Abstract

The rampant cases of sexual harassment against minors that often occur in the family environment, playing, and learning, make parents worried about the safety of their children when out of their reach. In addition, the perpetrators of sexual harassment themselves often come from people closest to the victim, such as relatives, educators, and even playmates. This is evidenced by cases that have occurred recently. Therefore, the purpose of this study is to see how the pattern in the delivery and the effectiveness of sex education in preventing sexual harassment is measured by the pattern in the delivery of sex education by parents. The research is a qualitative method with an intrinsic case study approach, with the selection of participants using purposive sampling. Then, the participants were parents from Legok and Parung Panjang who were sorted by age, namely young parents and middle-aged parents. Data collection techniques include interviews, questionnaires, and observation. The results of the study indicate that there are differences in the pattern of sex education between young parents and middle-aged parents, as well as in the effectiveness of sex education in preventing sexual harassment in children. Sex education for young and middle-aged parents could be found in books and electronic media. Therefore, the children's knowledge of sex education depends on how well parents understand and implement it for their children.

Keywords: Pattern Form, Sex Education, Parents, Sexual Harassment.

PENDAHULUAN

Most Indonesians, particularly parents as the main educator and guides for the development of children's character, still lack an understanding of the definition of sex education for early childhood. It could have happened because there are still parents who thought that sex education is to teach children approximately having sex, which is too sensitive for children. After all, their age is not appropriate to know.

This presumption is not suitable as the opinion of Nugraha in Madani (2003), who stated that sex education for early childhood is an effort to provide an understanding of sex to children who are appropriate for their age, where children are given knowledge about the functions of sexual organs and problems of sex that begin to develop and arise, and also given guidance regarding the importance of maintaining their intimate organs. In addition, children are given insight into

healthy social behavior and the risks that can occur around sexual problems.

The misunderstandings related to this assumption made the existence of sex education taboo among parents, especially those who hold tight to values of religious, social, and cultural principles, assessing that sexual education for children is a breach of their principles. Meanwhile, lately, cases of sexual harassment against minors have often occurred in the family environment, academic and religious schools, as well as playgrounds.

Retno Listyarti, Commissioner of the Child Protection Commission Indonesia (KPAI), revealed that "From January-July, 12 cases of sexual harassment were recorded in 3 (25%) schools within the authority of the Ministry of Education and Culture and 9 (75%) under the authority of the Ministry of Religion," he said. in commemoration of National Children's Day on Saturday, July 23, 2022.

it should be noted that the perpetrators of sexual harassment are none other than people who are closest to the victim, such as relatives, and peers, as well as what has recently been happening is that none of the perpetrators are teachers, someone who is trusted, obeyed, and respected as an educator. Retno added that "the details of the teachers in question

include religious educators and extracurricular teachers, music teachers; classroom teachers; Koran teachers; and others," said Retno.

Then, Retno said the ploys utilized by the perpetrators included: filling internal energy by massaging; providing magical knowledge (khodam), the pretext of teaching Islamic jurisprudence and how to purify oneself; inviting them to watch pornographic films; kembem rituals to select health workers, as well as dating and promising to marry.

There are still many parents who have a perception of the taboo on sex education. It is sad because parents have so many roles to play in providing sexual education to children. After all, parents are the first interaction environment for children in adapting to the outside environment later on as according to Handayani et al. (2019).

Rahman & Fachrudin (2000) revealed that even though sex education does not teach about sexual intercourse, it also conveyed information on sexuality such as the growth and development of girls and boys, personal abilities, sexual behavior, and sexual health delivered by schools, families, and society.

Then, Sarwono (2005) added that sex education for early childhood is

different from sex education for teenagers. Sex education for adolescents is more about biological descriptions of sex and reproductive organs, relationship problems, sexuality, reproductive health, and sexually transmitted diseases, while in early childhood it is more about introducing gender roles and introducing simple body anatomy. Children should be taught from an early age to respect their bodies as valuable items so that they can keep them away from sexual harassment. The problem of proper sexual education is related to the norms that apply in society; what is prohibited, what is customary, and how to do it without violating the rules applied in society.

According to Suwarno's statement, sex education must be delivered based on the cognitive development and age of the child. It was also stated by Nugraha & Wibisono (2016) explained that in general, sex education for children is divided into four stages based on age, namely ages 1-4 years, ages 5-7 years, ages 8-10 years, and ages 10-12 years old. Children need to be given education with different materials and methods of delivery of sex education by parents so that the best sex educators are the children's parents themselves.

Therefore, parents concerned with cognitive development and children's age

need to be emphasized because, according to psychology experts, childhood development is a period of imitation. After all, what children see and hear will be imitated. Suprianto and Afifah (2011). Hurlock (2007), a psychologist, said that the period between preschool age and late childhood is referred to as the golden age. At this age, children experience many changes both physically and mentally, with characteristics such as the development of self-concept, the emergence of egocentricity, high curiosity, high imagination, learning to weigh tastes, the emergence of internal control, learning from the environment, developing ways of thinking, and the emergence of bad behavior.

The provider of sex education to children is expected to suppress and reduce the risk of sexual harassment against minors, as they still do not understand what is right and wrong regarding all matters of treatment by other people. Therefore, the role of parents is needed as a guide with a strategic and appropriate delivery pattern.

The delivery pattern consists of two words, namely pattern and delivery. According to the Big Indonesian Dictionary, "pattern" is a model, system, or way of working, and "delivery" is the process, method, or act of conveying.

Meanwhile, according to Nasution and Nurhalijah (1986), the meaning of parents everyone responsible for family or household tasks in everyday life is referred to as father and mother.

The delivery pattern also called a parenting pattern, namely the method and process of providing learning materials. This is explained by Gunarsa (2000) that "parenting is nothing but the method or method chosen by educators in educating their children, which includes how educators treat their students. The educators here are parents.

Then, in addition to the active role of parents and delivery patterns in providing sex education, parents understanding of the material is also needed by the cognitive development and age of the child.

One of them was put forward by Justicia (2016), who explained that parents can use the term "PANTS" (underwear) to explain sexual education. PANTS itself is Private are Private, Always Remember Your Body Belongs to You, No Means No, Talk About Secret That Upset You, and Speak Up.

After parents understand the material, the closeness between parents and children also needs to be considered, especially in interpersonal communication

as one of the success factors in delivering sexual education itself.

Andrianto (2011) revealed the principles of good communication with children, namely: (1) starting question-and-answer activities from what they understand, (2) avoiding the impression of being patronizing towards sharing stories; and (3) avoiding judgmental actions to develop a sense of belonging. (4) try to read the child's body movements/signs, (5) develop open-ended questions and make sure the answers parents give are understood correctly, and (6) use messages of affection to develop an attitude of love, respect, and trust towards children.

Martin in Tampubolon (2019) explained that parents who are given children's sex education and training, have effective communication skills, have a good relationship with children, and educate children with morals that are generally accepted in society. The sex education of children will increase their knowledge and skills. So, parents need to be equipped with knowledge about children's sexual development, have effective communication skills, have a good relationship with children, and educate children with morals that are generally accepted in society.

HASIL DAN PEMBAHASAN

The subject of this study is sex education for children. The object is for parents that focused on the pattern of their delivery in the provider of sex education to the child. Based on this research, results were obtained by collecting data through interviews, questionnaires, and observations, which were conducted as follows.

The first finding, the results of interviews with four respondents in which two young parents from Parung Panjang and two other middle-aged parents from Legok stated that sex education for childhood is regarded as important because it teaches children the science of recognizing reproductive organs, understanding which body parts are appropriate and inappropriate for others in the underwear rules method. genital health and hygiene through toilet training and

behavior with the opposite sex related to religion, social and moral values. Furthermore, the material presented must pass through the stages of cognitive and sexuality development, and adjustment of the child's age.

In addition, in their presentation, two middle-aged parents said that sometimes they felt uncomfortable, particularly if it was passed on to children

who different genders. for instance, the mothers of their sons. It happened because they felt that sex education was a sore point. Then two other young parents didn't feel uncomfortable even though one of them said at the beginning they felt uncomfortable, but after gaining knowledge through social media and friends about sex education, the awkwardness slowly faded. This statement suggests that young parents are more open than older parents.

Based on the results of the interviews, it was proven that parents' awareness of sex education was motivated by the endemic sexual harassment of minors. They reveal the purpose of sex education for their child to understand their boundaries and protect themselves when they are beyond their reach.

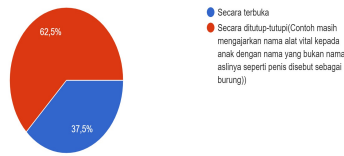
The second finding is related to the results of the questionnaire distributed through WhatsApp in the form of a Gform link containing four questions on the mode of delivery, the source of the material, the type of delivery, and the additional values included in the sex education material, as follows.

Among the 16 respondents who answered each question on the questionnaire, 56.3% (9 parents) were

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from Legok and 43.8% (7 parents) were from Parung Panjang.

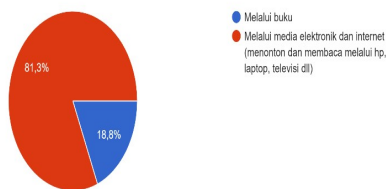
1). Bagaimana cara bapak/ibu dalam menyampaikan Pendidikan seksual pada anak kalian?
16 jawaban



Picture 1. Questionnaire Results View

Based on the responses to the first question, it showed that the delivery of sex education material percentage of 62.5% (9 middle-aged parents) tends to be closed and 37.5% (7 young parents) had a more open mode of delivery. These findings indicate that young parents are more open to the delivery of sex education than middle-aged parents.

2). Dari mana sumber materi pendidikan seksual yang bapak/ibu berikan pada anak kalian?
16 jawaban



Picture 2. Questionnaire Results View

As for the source of material that parents mostly get from electronic media such as smartphones they typically access social media like Facebook, Instagram, Blog Website, Google and so on which get dominant results of 81.3% (14 parents) of which 8 middle-aged parents and the remaining 7 parents are young. Then

18.8% (2 parents) used the book as a reference source of material that is from the group of middle-aged parents.

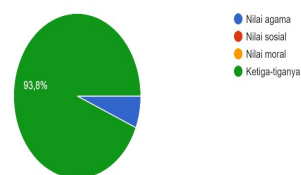
3). Apa tipe penyampaian bapak/ibu dalam memberikan Pendidikan seksual kepada anak-anak anda?
16 jawaban



Picture 3. Questionnaire Results View

Related to the type of delivery showed a variety of results, namely the dominant percentage of 50% (8 parents) where 4 parents are young and 4 other middle-aged parents apply the type of delivery of sex education materially and practice. While the percentage of 31.3% (5 parents) are 3 young parents and 2 others are middle-aged parents delivering material in practice. Then, the last 18.8% (3 people) is a group of middle-aged parents to deliver the material.

4). Apakah dalam pendidikan seksual yang Bapak/ibu berikan pada anak anda ada nilai lain yang anda tambahkan? jika ia nilai apa saja?
16 jawaban



Picture 4. Questionnaire Results View

Based on the above results showing 93.8% (15 parents) where 8 are

middle-aged parents and the remaining 7 are parents young adding religious, social, and moral values in the delivery of sex education.

Then the third finding, namely the result of observations of two observers is 1). Mrs. Asrike Mardiyah and Mr. Muhammad Imran Kamil and 2). Mrs Olivia Putri.

The results of the two observers showed the differences regarding parents' delivery patterns. According to the first observer, applying the delivery pattern is more practical because it adjusts to the age of the child, namely the age of three which requires more concrete delivery through practice than the delivery of material where a child under five years of age is not yet mature in their cognitive side. Meanwhile, the second observer delivered material on sexual education in terms of advice, direction, and giving good parenting figures. Here we can see that parents don't just talk but also give examples of what they convey to their children. Then the scope of this second observable material is more directed to religious values.

Based on the research results obtained through various data collection techniques that's its interviews, questionnaires, and observations, it was

found that research results related to differences in the delivery pattern of sexual education between young parents and middle parents and the effectiveness of sex education in sexual prevention efforts as measured by how patterns of delivery of sexual education materials from parents.

Based on the research results from the object, that is young parents, it was found that seven parents from Parung Panjang area and 9 parents who lived in Legok had different patterns of providing sex education. The difference is as follows:

A. Open and Closed Pattern

In the way in the delivery of sex education, young parents are more open than middle parents. The open and closed pattern referred to here is how parents explain sex education material. If with an open pattern, parents mention the vital organs according to their biological names, for example, the female genitalia, namely the vagina, and for men the penis, then in the delivery, parents also give their children to ask questions about sex education. So, the type of communication in the open pattern of sex education is two-way communication so that it is more effective.

This is by what was stated by Azzahra (2020) that parents can approach children with two-way communication on the child's cognitive development. Parents can provide sexual education through a question and answer, then talk using words that are easily understood by children. Parents can also teach children about recognizing the names of body parts, understanding how to care for body organs, and underwear rules through media that can make it easier for children to understand easily such as books, songs, pictures, or videos.

Furthermore, the closed pattern of parents does not clearly explain sexual education such as mentioning vital organs still by using terms such as the female genitalia being replaced by the name *pepep* and the male genitalia being replaced by the name bird. Of course, this is not good and appropriate because children may misunderstand. In addition to that type of communication of closed pattern only one-way communication where parents only convey material about sex education without giving their children the opportunity to ask questions. The type of one-way communication that is carried out in a closed pattern can make children unable to understand well the intent and purpose of the parents for the sex education they teach.

This is like Nafiah's (2018) when children are given rules without their consent it is making these children unable to properly understand the intent and purpose of all their parents orders.

Furthermore, middle parents felt awkward when discussing sexual education especially if the genders of parents and children are different, for example, mothers explain sex education to their sons. The uncomfortable behavior and feelings of middle parents indicate that their understanding of sexual education is not perfect.

Which is in line with the opinion of Wooden & Anderson (2012) that young parents are more open to sex education and no longer assume sex education for children as a taboo thing. This is in contrast to the middle parents who still assume that sex education is a taboo thing so that in its delivery it has not been conveyed in its entirety. In fact, if in the parents can communicate sexual education well to their children it can improve the child's ability to solve problems and help children to be able to make healthy decisions regarding relationships, education, and careers.

In addition, several factors influence the delivery pattern of parents in providing sexual education which is

also related to the perspective of the parents themselves. According to Manurung (1995), several factors had influenced the pattern of parental sex education delivery are:

1. Parenting pattern background of parents

This means that parents learn from parenting methods that have been obtained from their own parents.

2. Parent's Education Level

Parents who have a high level of education have a different pattern of delivery of sex education by parents who have a low level of education.

3. The Economic Status and Occupation of Parents

Parents who are busy with their work become less concerned about their children. These things make the function or role of "parents" handed over to the nanny and in the end, the delivery pattern of sex education was applied according to the nanny.

B. Sexual Education Resources

Based on the results of the questionnaire that we distributed to parents, it shows that young parents more use electronic media and the internet compared to using books as their source of the material. This is because the understanding of digital tools and the

internet is more controlled by young parents than middle parents who choose to use books as a source of the material. Both electronic media and books, both have their advantages and disadvantages of each.

When electronic media makes it easier for someone to access a lot of information through gadgets, laptops, Ipads, etc. Then usually the sites visited are social media such as Facebook, Instagram, YouTube, etc. Where based on the answer from one of the respondents, namely Mrs. Olivia Putri in an interview said that she knew about this sexual education through social media. This is evidence that the development of technology and information makes sexual education affect its users through social media. In line with the behavior of children now who are the biggest users of technology.

Therefore, it is easier to find sources of material through electronic media or online media as well as the internet and this can be used as a tool that can connect parents with their children in discussing sexual education Guilamo-Ramos et al. (2014).

C. Delivery Process

In the process of delivering sex education, there are also differences

namely that there are parents who convey only in the form of material, some only practice and some go through both, namely material and practice.

The process of delivering sexual education can also be influenced by the extent to which parents understand sexual education materials. According to Gandeswari, *et al.* (2020) when parents have good knowledge then this can have an impact on the process of parents in delivering sexual education.

Then, the delivery of sexual education must be adjusted to the age and development of the child's sexuality. The opinion of Nugraha & Wibisono (2016) explained, that in general sex education for children is divided into four stages based on their age, namely:

1. Age 1-4 Years Old

Parents should start introducing the anatomy of the body including the name of the genitals, introducing it to children with the biological name of the genitals without using other terms so that when teenagers are no longer awkward mentioning the name of the genitals.

2. Age 5-7 Years Old

Ages 5-7 years Children's curiosity about sexual aspects usually increases. They will ask why his friend has different organs from his own,

curiosity is a natural thing. Therefore, parents hope to be patient and communicative in explaining things that children want to know.

3. Age 8-10 Years Old

when children are 8-10 years old, parents can explain simply the reproductive process, for example about egg cells and sperm cells which when they meet will form a baby.

4. Age 11-13 Years Old

Children have started puberty, there are physical changes in them and they begin to be attracted to the opposite sex. At this phase according to Nugraha and Wibisono, the role of parents is very important in carrying out stricter supervision by maintaining communication with children.

Meanwhile, Sigmund Freud in Anggraini *et al.* (2017) divides the stages of child sexual development into 5 stages, namely:

1) Oral Stage (12-18 Months), activities such as chewing, sucking, and biting to reduce the pressure experienced by the baby

2) Anal Stage (12-18 Months to 3 years), this stage is the sensitive stage of children with the anus. At this time the parents can introduction about toilet training.

3) Phallic Stage (3-6 years old), At this stage is the sensitivity stage of the child with his genitals. At this stage, parents should start introducing the names and functions of the child's body parts.

4) Latency Stage (6 years old-puberty), at this stage children begin to care about sexual problems, develop social skills, and develop intellectual skills.

5) Genital Stage (Puberty-mature), at this stage the child begins to be attracted to the opposite sex and wants to have a more intimate relationship with other people.

Through observations of two parents, namely young parents who have children aged 3 years old and middle parents who have children aged 16 and 19 years old, it shows that the implementation of sexual education is through material and practice. However, there is a difference, namely, the middle parents provide sexual education with adding religious values. Meanwhile, young parents provide sexual education with a form of general materials and practices such as toilet training, underwear rules, sexual consent, and the introduction of genitals. This difference is because the ages of the children of the two observers are different. Children of middle parents are teenagers, while

children of young parents are three years old.

Atikah et al. (2015) expressed that the first observer provided sexual education in the form of materials and practices such as toilet training, namely how to train children to defecate in the right place. The goal is that children can pee and defecate in a predetermined place and train children to clean their own feces and put their pants back on.

Next is the material and practice of underwear rules through the PANTS concept proposed by Justicia (2016) that parents can also use the term "PANTS" (underwear) to explain sexual education to children, namely:

1). Private are Private

Anything that is covered by clothes no one can see or touch their child's body parts. In some situations, close people such as immediate family members, doctors, or nurses may be able to touch and see these private parts of the body. Therefore, parents should explain to their children that certain people can touch and see their body parts, but must have a strong reason.

2). Always Remember Your Body Belongs to You

Children should know that their bodies are their own and that other people are not entitled to do anything with their bodies.

3). No, Means No

Children have entitled to say 'no', even to family members. Like when defecating, children have entitled to wash their genitals independently and parents must respect their child's choice.

4). Talk About Secret That Upset You

Parents should help children to be brave to talk about secrets that make children worry. Explain to your child the difference between a good secret and a bad secret and tell your child that you will protect them if someone does bad to them. Parents can provide examples of good secrets like surprise parties for Dad and bad secrets about the bad behavior that other people shouldn't know about.

5). Speak Up, Someone Can Help

If your child is feeling sad, anxious, or afraid, tell your child that they can tell to mother, father, and teacher whom they trust because the father, mother, and teacher will protect and help them.

Meanwhile, the second observer (middle parents) delivered material and practice on sexual education through advice. The second observer instructed their child to cover their genitalia (aurat) and limit interaction with the opposite sex, then parents also give good figures and give a good example for their

children because children see, learn and imitate something from their parents.

Then the command to cover the genitals that the second observer taught to their children was an effort to dress their children as instructed in religion and also one of the observer's efforts to protect their children from sexual harassment. According to Aziz (2014), early childhood needs to get material about the privileges of the genitals, the purpose is to raise children's awareness about their genitals so children get used to covering their genitals. Children must also know who is not their mahram (people who can marry them) so that children can limit their association with other people.

Then according to Ismet (2018), genitalia education is education to maintain and maintain children's self-esteem and education to find out the limits of male and female genitalia which is also an effort for children to get used to covering their genitals at school and outside the home.

SIMPULAN

In the pattern of the delivery of sex education from parents who are grouped by age, namely young parents and middle-aged parents to the child, there are several differences, were 1) there are open and

closed methods of delivery, indicating that young parents are more open than middle-aged parents; 2) young parents tend to get sources of sexual education materials from electronic media and the internet while middle-aged parents are through books; 3) and middle-aged parents felt quite awkward when conveying sex education, especially to their children who are of different gender with them.

Then it is also necessary to know if this pattern in the delivery of sexual education materials is one of the success factors in providing sex education to children where in this pattern there are several appropriate strategies which include material, parental knowledge, communication, values, and adjustments to the provider of material based on the development and age of the child. Certainly, in this delivery pattern, the right and careful role of parents is also needed because what parents convey will affect children's understanding later because of course parents hope that children's understanding of sex education can be used as self-protection when they are out of their reach.

UCAPAN TERIMA KASIH

Alhamdulillah Rabil 'Alamin. We are the researchers namely Lilis Anggraeni and Oktaviani Rizki Handayani express our highest gratitude to Allah subhanahu

wa ta'ala for blessing, love, opportunity, health, and mercy to complete this paper. This paper entitled "The Pattern Form of Sex Education by Parents to Child as An Effort to Prevent Sexual Harassment" is submitted as the English Midterm Assignment of Journalistic Study Program, Faculty of Da'wah and Communication at The State Islamic University Syarif Hidayatullah Jakarta, Indonesia.

In arranging this paper, a lot of people have contributed to and supported the researchers. In this valuable chance, the researchers intended to express their gratitude and appreciation to all of them. First of all, the greatest appreciation of the researchers goes to the object were parents from Parung Panjang and Legok who were willing to be our resource person voluntarily, and lecturer of English who was guidance in arranging this research. Then, to all previous kinds of literature that are used to reference this paper.

Lastly, we would like to thanks all those who played an important part in the success of this paper. This paper is far from perfect, but we hope it should be useful not only for the researcher but for readers as well. Therefore, constructive suggestions and criticism are welcome.

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