

Optimizing Sexual Education in Students SD Negeri 43 Pekanbaru City

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ABSTRACT

It is very important to introduce sex education to early childhood in order to protect children from violence or sexual abuse and bridge children's curiosity about things that lead to vulgarity. Sexuality education for children should be given when children ask questions related to this. Many of the research results suggest early sexuality education through activities in the community, especially in the world of education, bearing in mind that there are still many cases of sexual violence against children and continue to increase, plus in this modern era there are still many parents who are taboo about giving sex education to their children. their children, so it is expected that there is a need to optimize sex education. SD Negeri 43 Pekanbaru as a partner is one of the schools in the city of Pekanbaru, based on the discussion, the school said that sex education had never been carried out for their students and they would very much welcome anyone providing education about sexuality. The solution offered is by providing information about sex education through counseling and games methods, to determine the success of the education is carried out by giving pre-test and post-test before and after education. The pre and post-results show that there is a change in the mean between the pre-test and post-test with a difference of 0.404. Based on the statistical results, it was found that the p-value was 0.042, which was less than 0.05. It can be concluded that there is a difference between the value of sex education during the pre-test and post-test.

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INTRODUCTION

According to the Ministry of National Education, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, and the nation. and country[1]. Sexuality education for school children is one way to provide them with knowledge about their reproductive organs and functions. This sexual education aims to explain everything related to sex and sexuality in a reasonable form, the earlier the child gets information, the child will be better prepared to face the changes that occur in his body and be able to avoid the possibilities that can occur, this important to do to prevent violence and sexual deviation in school children.[2]

The phenomenon of violence and sexual deviation that occurs in minors has become the focus of attention by the government because not a few children are victims of sexual violence and deviation. Government support through Presidential Instruction No. 5 of 2014 concerning the National Movement Against Violence Against Children. The phenomenon of violence and sexual deviation that befalls children is caused by several factors, one of these factors is the lack of sex education for children and society[3]

Not long ago, the Ministry of Women's Empowerment and Child Protection (KemenPPPA) stated that in 2022 the number of cases of violence against children would experience a significant increase. Data obtained in 2019 the number of cases of violence against children was 11,057, in 2020 the number of cases increased by 221 cases to 11,278, in 2021 there was a significant increase, reaching 14,517 cases, and a significant increase in cases also occurred in 2022, reaching 16,106 cases. The types of violence received by children were dominated by sexual violence, reaching 9,588 cases. This situation is of course very concerning, plus the KPAI found cases of sexual violence occurring in the domestic sphere in various religious-based and general educational institutions.[4]

One of the educational institutions is the Pekanbaru 43 Public Elementary School (SD), which is located at Jalan Banda Aceh No. 37, North Tengkerang, Bukit Raya District, Pekanbaru City. Decree on the establishment of the school dated 26 September 2011. The position of the school is on the side of the Banda Aceh (Sakunta) road, and the condition of the school environment is quite shady and shady and is environmentally friendly. The accreditation of SD Negeri 43 Pekanbaru is A accreditation (Very Satisfactory). The distance between the Al Insyirah Institute of Health and Technology and SD Negeri 43 Pekanbaru is 5 Km. SD Negeri 43 Pekanbaru has a total of 20 teachers. The number of male students is 229 and 223 female students. Land area 30502 m². The classrooms consist of 10 classrooms and 1 library. The principal of SD N 43 Pekanbaru is named Mrs. Yusnidar Lubis, S.Pd.

Many research results suggest providing sex education from this age. Given the increasing and very disturbing cases of sexual violence. Sexual education can also protect children from violence and sexual abuse. Sexuality education can bridge children's curiosity about things that lead to vulgarity [5]. Based on a search conducted at SDN 43 Pekanbaru as a partner, information was obtained that they had never provided sex education to their students, not to mention that school children had been doing lectures online for a long time, so they focused only on subjects.

During the New Normal Period, children have returned to school while adhering to health protocols. At SD Negeri 43 Pekanbaru, students have been admitted alternately, some students entered in the morning and some entered in the afternoon. Likewise, teachers enter according to the picket schedule and teaching schedule, thus sexual education can be given to school children, if not, then school children cannot receive sex education.

METHOD

The implementation of this community service activity is carried out at SD Negeri 43 Pekanbaru City on June 4, 2022, with community groups namely students of SD Negeri 43 Pekanbaru City, where students have never been given sex education. The method used is the lecture method coupled with playing games and singing about sexual education. The service is carried out through several stages, namely the preparatory stage in the form of observing school conditions, analyzing the needs of tools and materials, and doing Forum Group Discussion (FGD) for shared perceptions with partners regarding the method of implementing PKM at SDN 43 Pekanbaru. The indicator of the success of this activity is the increase in students' knowledge regarding the sexual education provided. The evaluation method used in this activity was using a pre-post test questionnaire which was distributed to students before and after the counseling was carried out to measure the success of the activity. Then, the data from the pre-post test were tested with the Wilcoxon test.

RESULTS

A. Sex education counseling activities for school children

The implementation of community service was carried out after obtaining permission from the Principal of SDN 43 Pekanbaru Riau. Pekanbaru 43 Public Elementary School (SD) is located at Jalan Banda Aceh No. 37, North Tengkerang, Bukit Raya District, Pekanbaru City. Decree on the establishment of the school dated 26 September 2011. The position of school is on the side of the Banda Aceh (Sakuntala) road, and the condition of the school environment is quite shady and shady and is environmentally friendly. The accreditation of SD Negeri 43 Pekanbaru is A accreditation (Very Satisfactory). The distance between the Al Insyirah Institute of Health and Technology and SD Negeri 43 Pekanbaru is 5 Km. SD Negeri 43 Pekanbaru has a total of 22 teachers. The number of male students is 229 and 223 female students. The land area is 30,502 m². The classrooms consist of 10 classrooms and 1 library. The Principal of SD N 43 Pekanbaru named Mrs. Yusnidar Lubis, S.Pd. [1]

The implementation of community service was carried out after obtaining permission from the Principal of SD Negeri 43 Pekanbaru City. The stages of activity are as follows:

Preparation phase

The preparatory stage carried out was observing the condition of the school. This stage is carried out to identify the needs that are used during the implementation of community service. Next is the analysis of the needs of tools and materials, At this stage, follow-up interviews were carried out from the interviews in the initial survey. Interviews were conducted to find out the equipment that needed to be prepared and to find out the needs for community service activities. This activity involves the entire service team. The team did a Forum Group Discussion (FGD) regarding shared perceptions with partners regarding the method of implementing PKM at SDN 43 Pekanbaru. This stage identifies the mechanism for implementing community service activities with partners. The mechanism in question includes determining the time for the implementation of community service activities and confirming the readiness of partners, the result of an agreement with the school, namely the schedule for community service to be carried out on Saturday, June 4 2022 with the target group of students in class 4 (4A and 4B). Prior to the activity, the team prepared all the community service needs including banners, ordering snacks, community service equipment such as InFocus, community service materials, division of tasks in community service, community service program arrangements, and so on. The banner design can be seen in the image below



Figure 1. Community Service Banner

Implementation Level

At this stage it can be described as follows, the team arrived at the school and then faced the school principal, after that the team was guided to the 2nd floor to be precise in class 4. In the early stages, only class 4A was given education, but based on meetings held with the school principal, the principal suggested it be done in classes 4A and 4B so that all grade 4 students get the same knowledge, after arriving at the class that has been combined, the next activity is the opening of the event by the team (at this stage all teams are introduced to students, also explaining the intent and purpose of the team's arrival), after that, it is carried out pretest in order to find out the depth of students' knowledge about sex education in children of their age. Execution pretest can be seen in picture 2 as follows:



Figure 2. ImplementationPre Test

The results of the questionnaire for student characteristics can be seen in Figure 3 below:

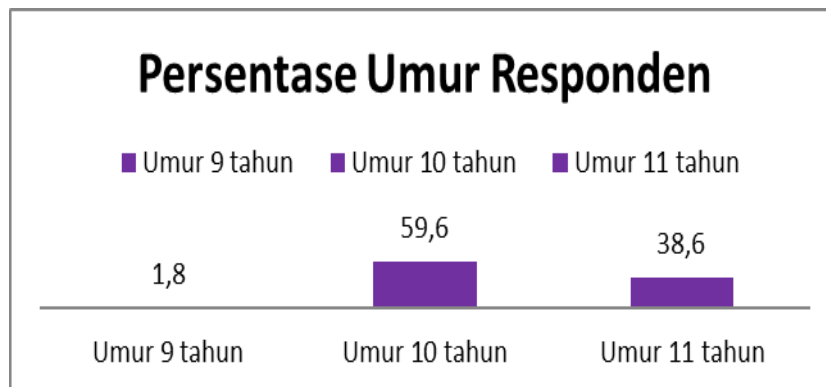


Figure 3. Percentage of Age of Respondents

From the chart it can be seen that of the 47 students in community service, the majority were 10 years old (59.6%), while the number of students by gender can be seen in Figure 7 below:

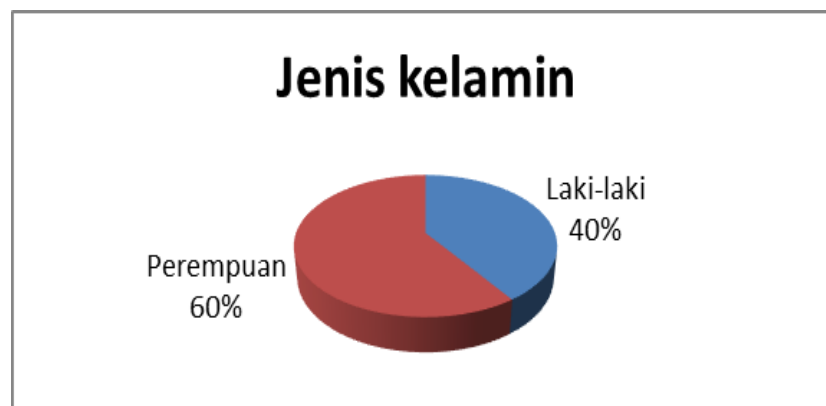


Figure 4. Percentage of sex

From the chart, it can be seen that the gender of the students is mostly female, namely as much as 60 percent. An overview of the number of correct answers on the Pre-test can be seen in the following table:

Table 1. The number of correct answers based on the stage questionnaire Pre test

Correct answer	f	%
0	3	5,3
1	4	7,0
2	13	22,8
3	16	28,1
4	17	29,8
5	4	7,0
Total	57	100

From Table 1, it can be seen that of the 57 students who answered 5 questionnaires, there were a number of correct answers, the majority answered 4 questionnaires, namely 17 students (29.8%), followed by 3 correct answers, 16 students (28.1%) and 2 namely as many as 13 students (22.8%).

Furthermore, conducting sexual education counseling for children his age. Provide an explanation of wet dreams and menstruation. The method used is the lecture method to all students in class IV SD 43 Pekanbaru City with the help of InFocus, displaying power points so that participants can see them. The presentation of the material can be seen in the image below:



Figure 5. Material Delivery Activities

In the delivery of the material, there was feedback from the students, there were several students who asked about the material provided, it was seen that some were enthusiastic about listening to the material. When asked about the material that had just been delivered, some raised their hands to answer.

Evaluation stage

Stage of this activity can be described as follows, at this stage to test the ability of students to understand the material that has been given, the team gives post test by distributing questionnaires the same as the previous questionnaire. All teams assisted in carrying out the distribution of the questionnaires. Stagepost test can be seen in the following picture 6:



Figure 6. Implementation of activities Post Test

The results of the Post Test activities can be seen in the table below:

Table 2. The number of correct answers based on the stage questionnaire Post test

Correct answer	f	%
0	1	1,8
1	2	3,5
2	7	12,3
3	19	33,3
4	24	42,1
5	4	7,0
Total	57	100

From Table 2, it can be seen that of the 57 students, the correct answers were as many as 4 and 3 questions out of 5 questions (42.1% and 33.3%).

The evaluation results show that there is an increase in the mean value which can be seen in Table 3 below:

Table 3. The number of correct answers based on the stage questionnaire Post test

Uji	Mean	Selisih	Pvalue
<i>Pre test</i>	2,912	±0,404	0,042
<i>Post test</i>	3,316		

Based on the table above, it can be seen that there is a change in the mean between the pre-test and post-test with a difference of 0.404. Based on the statistical results, it was found that the p-value was 0.042, which was less than 0.05. It can be concluded that there is a difference between the value of sex education during the pre-test and post-test. This is in line with the statistical results by (Yuningsih, Wiji, and Nadia, 2020).[6] Which show that the difference in average values-the average sex education and parenting style of respondents pre and post-intervention in the experimental group was significantly different compared to the control group ($p < 0.005$).

Sex education is an effort to teach, raise awareness, and provide information about sexual issues. As for the information provided, it can be in the form of knowledge about the function of the reproductive organs, and efforts to instill morals, ethics, commitment, and religion so that there are no misunderstandings that lead to abuse of the reproductive organs. This is an important reason why it is very important to give sex education from an early age. If children get the right knowledge about sexuality then we can prevent deviations from sexuality in children. Sexuality education can also prevent children from being curious, then trying things they shouldn't be allowed to do because of their ignorance[7].

Sexual violence against children can occur because children have not received sexual education. We have to do further research to see how important sex education is in increasing the protection of children from sexual exploitation. Not to mention the challenge that society still considers sex education a taboo for children. The results in this study, Yusuf show that parents have views about the importance of sex education for children, but are still limited to recognizing the child's gender as a boy or girl. The recommendation is that parents should look for accurate and precise information about various ways and methods of introducing sex education to children that are appropriate to their developmental stages [8].

The delivery of sex education in early childhood cannot be done instantly but requires a long and continuous time, requires patience, and a personal approach using language that is easy to understand so that it is easy to understand [9]. In connection with these problems, it is hoped that schools will provide sex education activities on a regular basis. It is also better if the school can measure the extent of the success of the sexual education that has been given, one of the ways is by giving it this and post-test

B. Activity Success

The success of extension activities is influenced by the way the message is conveyed so that it is easily understood by students. Sexuality education activities for students of SDN 43 Pekanbaru Riau can be said to be successful because based on the results of the pre-test and post-test assessments on respondents using the Wilcoxon test it is known that the P-Value is $0.042 < 0.05$ which means that there is a change in the respondent's level of knowledge before and after sex education.

CONCLUSION

Sexuality education activities were successfully carried out marked by an increase in knowledge before and after. It is suggested that teachers can play an active role in providing sex education to their students. It is also hoped that the school will make a regular schedule to provide sexual education to their students.

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