



## Implementing Early Sexual Education as a Preventive Measure against Sexual Harassment in Children

**Khasan Ubaidillah\***  
**Giyoto**  
**SF Luthfie Arguby Purnomo**

*Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia*

### ABSTRACT

Educational institutions must address the rising incidence of sexual harassment against children by systematic prevention measures, such as the early introduction of sexual education. Conducting this research is crucial in order to ascertain the extent to which early childhood education institutions are implementing sexual education at a young age in accordance with children's developmental stages and in a consistent effort to prevent sexual harassment against children. The research employed a qualitative descriptive technique, conducted between July and September 2023. The subject of this study is the classroom teacher, while the informants are the curriculum teacher, the health-responsible teacher, and the school principal of *BA Aisyah Cawas*. The methods employed for data collection encompassed observation, interviews, and documentation. To verify the validity of the research data, the researchers used the techniques of method triangulation and source triangulation. Meanwhile, data analysis methods include condensation, presentation, and conclusion drawing. The findings of this study indicate that early childhood education institutions can effectively reduce sexual harassment by adopting comprehensive sexual education programs that specifically target early-stage sexual education. The implemented measures encompass acquainting children with anatomical structures and their respective functions, instructing children on independent genital hygiene (toilet training), educating children on permissible and impermissible contact with body parts, segregating sleeping arrangements by gender, exemplifying healthy interpersonal relationships, fostering adherence to hygienic practices, and imparting knowledge on safeguarding oneself against sexual harassment.

### ARTICLE INFO

#### **Keywords:**

Prevention strategies, sexual harassment, sexual education & children.

#### **Article History:**

Received: June 30, 2023

Revised: July 10, 2023

Accepted: August 21, 2023


Published: December 20, 2023

This work is licensed under a [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/).



### Introduction

The number of cases of child sexual harassment perpetrated by individuals close to the victims is alarmingly high. According to data provided by the Ministry of PPPA (Ministry of Women's Empowerment and Child Protection), there were a total of 11,057 recorded cases of child harassment in 2019. Subsequently, the number of cases increased to 11,278 in 2020. Later, there was a notable increase in 2021, with a total of 14,517 cases,

\* Corresponding author: Khasan Ubaidillah  [gudang.skripsi84@gmail.com](mailto:gudang.skripsi84@gmail.com)

which further escalated in 2022, reaching 16,106 cases. Meanwhile, data from the Indonesian Child Protection Commission (KPAI) showed that 4,683 child protection cases were reported in 2022 compared to 5,953 cases in 2021 (Astungkoro & Suryarandika, 2023).

Sexual harassment is not confined to urban areas but can occur in any Indonesian city. From 2021 to 2022, the number of reported incidents of violence against women and children in Klaten City increased by as much as 90 percent, with sexual harassment being the most prevalent type of offense. Purwanti, the Head of the Women's Empowerment and Child Protection (PPPA) Division of the Klaten P3APPKB Social Service, explained that this case was influenced by various factors, including economics, social relations, and IT (Information Technology). Additionally, the prevalence of underage marriage has increased in Klaten Regency during the Covid-19 pandemic. Therefore, all parties must collaborate and engage in outreach efforts to prevent violence against women and children.

According to Pinhiero, adults who are close and acquainted with the child's life are the most likely perpetrators of violence against children. Similarly, according to Solihin, individuals who possess the capacity to inflict violence upon children include relatives such as fathers, mothers, grandfathers, grandmothers, uncles, aunts, or other relatives. In addition, adults, such as teachers, school principals, and neighbours, fulfil various roles in children's lives. They are responsible for educating, caring for, and meeting the needs of children. Consequently, adults perceive children as vulnerable and, as a result, children can become victims of violence carried out by adults (Lon & Widyawati, 2017).

The real-life situation, including instances of sexual harassment that took place in educational institutions situated in Madura, Central Java. The culprit, who was the teacher, frequently engaged with his students. However, it is indisputable that his actions resulted in violence, a situation where the instructor or the institution could have offered safety but instead made the children vulnerable to acts of violence. Considering the prevalence of sexual harassment in educational institutions, it is necessary to provide education and outreach to all people inside educational institutions and promote holistic, integrative learning for children to ensure their safety.

Sexual harassment against children can take many different forms, such as touching or stroking their body parts, pressuring or coercing them to reveal their body parts, compelling them to engage in sexual activity, or exposing their genitals. In addition, it is essential to note that sexual harassment targeting children can also manifest in the digital realm, commonly referred to as cyberspace. This includes instances of grooming, where individuals establish emotional connections with children in order to manipulate them into engaging in sexual activities. Furthermore, online communication, such as exchanging messages, photos, and videos of a sexual nature, can also contribute to this form of violence. Lastly, the online sexual exploitation of children involves forcing them into producing explicit photographs or videos that can be monetized through the buying and selling process (Kebudayaan, 2017:3-9).

The consequences of sexual harassment against children will have a negative impact on the future of the nation's generation. Therefore, measures must be taken to prevent child sexual assault to prevent children from becoming victims of sexual harassment. Early childhood plays an essential part in shaping a nation's future trajectory, equipping its citizens with the necessary skills and knowledge to flourish as individuals entitled to a reasonable standard of living and protection. Protecting children from sexual violence is one of the safeguards at issue. The adverse effects of violence on children's development and growth imply that if not effectively addressed during their early years, it can negatively influence the caliber of human resources (Laode Anhusadar & Rusni, 2016).

Preventing sexual harassment against minors is one method of protecting them. Providing sexual education to children from a young age, instilling a sense of shame in them, engaging in intense communication with them, fostering courage and independence in them, increasing supervision of children, and educating them about the consequences

of violence are all strategies that are employed to prevent child sexual violence (Simatupang, 2022).

The absence of sexual education during children's growth and development leads to the occurrence of sexual abuse, resulting in various forms of trauma, including physical, mental, social, and behavioral consequences. Child sexual abuse has both short and long-term consequences. Short-term effects include heightened anxiety, social isolation, psychological depression, prolonged tension, bodily discomfort, particularly in the area of the genitals, and possible genital bleeding. Long-term effects, on the other hand, might include the development of trauma from circumstances and environments that encourage childhood sexual violence, excessive suspicion of others around them, antisocial behavior, aggression, or even the willingness to commit child sexual harassment as a form of revenge (Paramastri, 2014: 78).

The obligation of providing sexual education, particularly for children, rests upon all stakeholders, including parents, teachers, society, and the government. An effective preventive measure that can be applied is the early introduction of comprehensive sex education, particularly at the primary level of education, such as Early Childhood Education (PAUD) or Kindergarten (TK). The role of parents and teachers in introducing sexual education to children is highly significant. Consequently, it is imperative to cultivate a positive attitude among parents regarding the crucial function of sexual education for children. Parents can effectively support their children's understanding of sexuality by maintaining a positive mindset and offering accurate explanations that align with the child's developmental milestones (Astuti et al., 2017:113-120; Soesilo, 2021:47-53).

Teaching sexual education to children involves imparting knowledge and understanding about several aspects of sex, including sexual identity, sexual anatomy, reproductive health, and emotional relationships. Providing sexual education material should be accomplished through engaging techniques, such as employing flashcards, posters, and games. Sex education primarily focuses on teaching individuals to introduce themselves and their family identification, identify body parts, describe the qualities of body parts, and understand which body parts can be shown and which should not be shown (Adhani & Ayu, 2018:236). To investigate this issue, the researchers undertook a study at the *Aisyiyah Sinar Fajar Cawas Kindergarten*, as this institution has developed a more engaging approach to sexual education, including the use of digital media, to avoid child harassment. The researchers are interested in studying sexual education as a means of preventing sexual violence at the *Aisyiyah Sinar Fajar Cawas Kindergarten*.

## Research Method

This study was conducted from July to September 2023 at the *Aisyiyah Sinar Fajar Cawas Kindergarten* in Klaten, utilizing a qualitative description approach. The participants in this study were kindergarten teachers enrolled in the B4 level. The informants included school principals, curriculum teachers, teachers responsible for health, and B4 students. The data collection methods employed encompassed observation, interviews, and documentation. The researchers used source and method triangulation strategies to verify the validity of the study data. Data analysis techniques include data reduction, data display, and conclusions.

## Results and Discussion

The implementation of sexual education at the *Aisyiyah Sinar Fajar Cawas Kindergarten*, targeting children aged 5-6 years, involves a multi-stage method aimed at preventing possible sexual harassment and designed to complement and reinforce each other. The implemented procedures are outlined below:

### ***Introduce the Functions of Body Parts***

Introducing the anatomy and physiological functions of body parts in educational institutions is an initial step toward implementing comprehensive sexual education at an early age. The instructional strategies employed by the teacher are outlined in a lesson plan that focuses on body parts.

During the lesson on body parts, the teacher also presented the body parts covered by clothing that cannot be physically accessed or touched by others. It is preferable to use the child's proper name when discussing their private parts, such as the vagina or penis, as opposed to substituting alternative terms like "apem" or "burung" which may result in a distorted perception and connotations of an object that is intended for play. The teacher's efforts to present body parts and their functions serve as the foundation for students to clearly and accurately comprehend the names and functions of body parts. These endeavors have been harmonized, as stated by Chomariah (2012:25), in that they have elevated the significance of body parts and their functions to a critical level for comprehending the individual's anatomical structure.

This viewpoint is consistent with El-Qudsy's (2012: 57-58) assertion that children should be educated from an early age about body parts and their functions, with the intention of teaching them to differentiate between private and visible body parts that should not be touched. Additionally, children should be instructed on the proper names of the genital organs, including the vagina and penis.

The discovered facts align with the stages of sexual development in children as described by Sigmund Freud in his book (Aziz, 2017: 14-17), specifically at the phallus phase (phallic stage), during which the child recognizes the differences between men and women. Furthermore, Kasmini and Fajriah (2016: 17-21) delineate specific attributes associated with the sexual development of children between the ages of four and six, which include perceiving their bodies as distinct from those of boys and girls and acknowledging their reproductive capabilities.

According to the information above, it is also in accordance with the Minister of Religious Affairs Regulation No. 73 of 2022, which outlines educational activities as one of the means to prevent sexual violence against minors. It indicates that sexual education materials on the subject of body parts have been incorporated into the Lesson Plan, along with modifications to the curriculum.

### ***Provide genital hygiene knowledge (toilet training)***

The institution achieves an early introduction to sexual education through the instruction of children on how to cleanse their genitalia independently. Teachers demonstrate their commitment to toilet training by employing proper procedures. These include entering the restroom with the left foot, closing the door securely, and assuming a squatting position in the toilet hole. Once this is accomplished, they use the left hand to clean the genitals using a dipper and the right hand to flush the toilet with running water until no visible dirt remains. Finally, they wash their hands with soap and instruct students to recite prayers before entering the restroom. This practice is implemented in order to promote children's independence in maintaining personal hygiene and identifying the designated area for using the toilet.

According to Chomaria (2012: 27), it is essential to teach children proper hygiene practices, such as cleaning their genitals and using the toilet correctly. By instilling these habits from an early age, children will develop an understanding of personal cleanliness and a sense of modesty regarding their private parts.

This practice is consistent with the indicators outlined by Permendikbud (2014), which state that instructing individuals on how to sanitize their genitalia is an endeavor to promote a healthy and hygienic way of life and ensure the cleanliness of their genitals. Additionally, it is designed to align with the attributes of sexual development in children

between the ages of four and six, as outlined by Kasmini and Fajriah (2016: 17-21). This includes providing instruction on the practice of praying while using the toilet.

This aligns with Regulation No. 73 of 2022 issued by the Minister of Religious Affairs of the Republic of Indonesia, which outlines measures to avoid sexual harassment against children. One of these measures involves providing necessary facilities and infrastructure. *Aisyiyah Sinar Fajar Cawas* Kindergarten has implemented gender-segregated restrooms. This initiative effectively reduces the occurrence of students using restrooms that are not suitable for their needs by providing toilets that are specifically designed to accommodate their requirements.

### ***Foster a feeling of humiliation from an early stage.***

The subsequent attempt is to promote shame at an early age. Teachers employ the technique of instructing students to conceal their private parts (*aurat*) in order to illustrate to students the boundaries of their spiritual phenomenon; exposure to the *aurat* would induce a sense of humiliation within the student. This attempt focuses on instructing children in toileting to enable them to effectively and consistently regulate their urge to defecate. By doing so, they will develop an understanding of appropriate defecation locations rather than using any random place. As well as teaching polite dress and good speech, this effort aims to provide good character habituation according to the institution's mission.

The institution above's endeavors are consistent with Chomaria's (2012:35) viewpoint, which elucidates the rationale behind instilling shame in young children: so that they will not readily comply with authority or even disobey relevant norms when filled with shame. It is essential to recognize that God always observes our actions. This awareness is a deterrent for children, as they will feel ashamed and refrain from behaving recklessly. Furthermore, this is designed in alignment with the attributes of sexual development in children between the ages of four and six, as outlined by Kasmini and Fajriah (2016: 17-21). Expressly, instruction is provided on changing clothing in a designated area and prohibiting unclothed running around.

This practice is consistent with Regulation No. 73 of 2022 of the Minister of Religious Affairs of the Republic of Indonesia, which outlines measures to prevent sexual harassment against minors, including implementing environmental initiatives that promote cultural awareness. It implies that teachers acquaint students with basic behavioral norms, such as using the bathroom for defecation rather than any other location, dressing respectfully, and ensuring that the *aurat* is covered. This can be an attempt to prevent the *aurat*'s visibility, which can potentially arouse the person looking at it.

### ***Educate children about the boundaries regarding which parts of their body are permissible to be touched by others and which are not.***

An endeavor was made to impart knowledge regarding which body parts are suitable for physical contact and which should be avoided. It was accomplished by implementing learning activities centered around body members, employing question-and-answer formats, singing "*sentuhan boleh sentuhan tidak boleh*" and utilizing infant dolls as props. The teacher also informs students that some body areas are susceptible to discomfort when touched. This effort aims to educate children about the specific anatomical regions (mouth, chest, thighs, genitals, and buttocks) that should not be exposed to physical contact. The aim is to teach children the knowledge and awareness necessary to safeguard these body parts.

Teaching about the parts of the body that are prohibited to touch is also a way of instilling a sense of shame when someone else violates these boundaries. These portions of the body are considered the child's most precious personal possessions. Shoulders to knees are body parts that should not be touched, with particular emphasis on the area of the genitals. Except in critical situations like medical examinations, which involve the

child's condition, other individuals should not be permitted to observe or contact the child's condition. This is consistent with the viewpoint expressed by Sari and Andriyani (2020:58), which highlights the areas such as the thighs, reproductive organs, lips, chest, and buttocks that ought not to be touched.

Furthermore, these attempts are consistent with Regulation No. 73 of 2022 issued by the Minister of Religious Affairs, which clarifies that learning activities can be applied to prevent sexual harassment against children. Practically, the sexual education content includes the introduction of body parts that are permissible to touch and those that are not. Providing this kind of knowledge to students can contribute to the reduction of crimes that endanger children. For instance, when children are informed about which body parts are permissible and which are not to touch and develop a sense of shame when others or their peers attempt to touch such areas, they will be more likely to reject such behavior indirectly.

### ***Separate the child's bed***

The teacher initiates bed separation by strategically positioning the mattresses. The beds utilized are collapsible mattresses placed at a sufficient distance to ensure there is no physical interaction between the male and female groups. Next, the teacher arranges the children's sleeping positions. The guys are arranged in two parallel rows, with their feet aligned and their heads positioned significantly from each other. This endeavor aims to enhance children's well-being and vitality by allowing them to take breaks from engaging in physical activities. Furthermore, children also comprehend the necessity of establishing boundaries and maintaining a certain degree of separation from other individuals or entities.

According to the evidence presented, it aligns with Chomaria's viewpoint (2012: 42) that separating beds between parents and children is advisable to prevent children from being aware of their parents' activities. Additionally, segregating beds between boys and girls is recommended to avoid physical contact or touching. Amirudin (2021: 131-132) shares a similar viewpoint, suggesting that the teacher's action of separating the students' beds is intended to cultivate an awareness of gender differences. This, in turn, is expected to facilitate a gradual understanding and alignment of behavior with one's gender identity.

This complies with Regulation No. 73 of 2022 issued by the Minister of Religious Affairs of the Republic of Indonesia. The regulation emphasizes the importance of preventing sexual harassment against children by promoting environmental awareness. One of the measures mentioned is the separation of beds at school, which aims to foster children's understanding of gender differences and minimize physical contact, thereby promoting self-care and mutual respect. Additionally, implementing bed separation with parents or siblings requires the collaboration of teachers and parents.

### ***Illustrate a positive instance of inter-sex socialisation***

The institution has implemented and used the practice of showcasing good inter-sex partnerships. *Aisyiyah Sinar Fajar* Kindergarten enforces gender segregation during school activities. Segregation has been used during the commencement of learning, throughout essential learning activities, communal meal breaks, congregational prayer, and rest periods.

Cultivating this commendable practice can deter unsupervised interactions among children since the teacher ensures constant supervision and promptly intervenes if any student disrupts another group. During both in-class and out-of-class activities, B4 students prefer to select friends of the same gender. This endeavor aims to assist children in acknowledging their individuality and inherent characteristics, enabling them to align their behavior with their innate disposition for future development.

The information presented above aligns with Chomaria's viewpoint (2012: 47) that a teacher and parents can demonstrate appropriate boundaries for interacting with others who are not *mahram*, preventing mixing between boys and girls. This habituation

technique tries to familiarise children with the practice of self-protection among their peers in daily life.

Another congruent viewpoint is presented by Yafie (2017: 28), who posits that when children possess a sense of shame and are habituated to it, they experience discomfort and unease when approached by individuals of the opposite gender. This highlights the significance of imparting etiquette, fostering socialization, and cultivating friendships across genders. This endeavor aims to educate children about the principles of social interaction from an early age, enabling them to understand the boundaries between genders and effectively safeguard themselves against inappropriate behavior from strangers. This is also designed to align with the particular characteristics of children's sexual development between the ages of 4 and 6, as outlined by Kasmini & Fajriah (2016: 17-21). Children engage in gender-specific play during this stage, which correlates with advancing language skills and cognitive abilities.

According to the Minister of Religious Affairs' Regulation No. 73 of 2022, efforts can be made to prevent sexual harassment against children by identifying certain environmental factors. Including gender-based grouping in introducing the social environment and friendships for children, this activity equips them with the knowledge necessary to distinguish between male and female friends and the ability to discern the boundaries between different types of friends and choose the same kind of association. Furthermore, it educates them against approaching strangers irresponsibly, much less engaging in activities that cause discomfort.

### ***Offer insights on safeguarding oneself against child sexual abuse.***

The teachers of *Aisyiyah Sinar Fajar Cawas* Kindergarten have effectively educated students on protecting themselves from sexual assault. They achieved this by screening educational videos titled "How to protect yourself from sexual crimes." Subsequently, the teacher illustrates that in the event of an individual approaching to touch, causing discomfort, suffering, rage, or fear, it is imperative to retreat, run, and inform parents or teachers promptly.

Furthermore, it would be advantageous if institutions could organize social activities, such as parenting activities, to engage parents of students in discussions regarding the significance of sexual education and violence against children, with a particular focus on sexual harassment. According to the facts above, the findings align with the criteria outlined in Permendikbud (2014), which provides guidelines on self-protection against violence. These guidelines include educating individuals to have the courage to refuse, raise their voices, and run if they feel threatened or are being harmed.

According to the facts above, the findings align with the criteria outlined in Permendikbud (2014), which provides guidelines on self-protection against violence. These guidelines include educating individuals to have the courage to refuse, raise their voices, and run if they feel threatened or are being harmed. The institution has made these efforts with the assistance of the school community members, parents, and relevant stakeholders who are capable of supporting child protection initiatives in compliance with the Law of the Republic of Indonesia Number 23 of 2022 on Child Protection, which guarantees children's entitlement to protection against violence and discrimination.

The implementation of early sexual education by teachers encompasses many proactive measures aimed at equipping children with the knowledge and skills necessary to prevent and safeguard themselves against sexual violence. This service is a requirement outlined in Regulation No. 73 of 2022 by the Minister of Religious Affairs. Its purpose is to prevent and address sexual harassment in educational institutions. It is backed by a comprehensive early childhood education program that aims to meet the fundamental needs of young children and safeguard them against violence or discrimination.

Therefore, to ensure that children achieve academic achievement and receive a high-quality education, institutions should establish a platform for introducing sexual education to children as part of their socialization process. Additionally, parents must

recognize the importance of sexual education beginning at an early age. By fostering effective coordination and collaboration, it is possible to maximize children's learning experience in terms of convenience and quality.

## Conclusion

Strategies for preventing sexual violence involve implementing introductory sexual education programs that prioritize early-stage sexual education initiatives. The implemented measures encompass educating children about anatomical structures and their respective functions, fostering self-sufficiency in genital hygiene (toilet training), instructing children on appropriate and inappropriate physical contact, segregating sleeping arrangements by gender, exemplifying healthy interpersonal relationships, promoting adherence to hygienic practices, and imparting knowledge on safeguarding oneself against sexual harassment.

## References

- Adhani, D. N., & Ayu, R. (2018). Pendidikan Seks Pada Anak Usia Dini Dengan. *Science Education National Conference*, 235–242.
- Aflina Mustafainah, Alimatul Qibtiyah, Annisa Irianti Ridwan, Bella Sandiata, C. Y., Purbawati, Dahlia Madanih, Dela Feby Situmorang, Elwi Gito, Hayati Setia Intan, I., Sulastry, Mariana Amiruddin, Maria Ulfah Anshor, Imam Nahe'i, Ngatini, O. C., Salampessy, Rainy Maryke Hutabarat, Retty Ratnawati, Rina Refliandra, Satyawanti, S. A., & Tardi, Sondang Frishka Simanjuntak, Soraya Ramli, Theresia Sri Endras Iswarini, Tiasri Wiandani, Veryanto Sitohang, Winda Junita Ilyas, Y. A. (2020). Siaran Pers Komnas Perempuan Catatan Tahunan Kekerasan terhadap Perempuan 2019 Kekerasan Meningkat: Kebijakan Penghapusan Kekerasan Seksual untuk Membangun Ruang Aman Bagi Perempuan dan Anak Perempuan. *Akrab Juara*, 5(1), 43–54. <http://www.akrabjuara.com/index.php/akrabjuara/article/view/919>
- Amirudin. (2021). *Pendidikan Akhlak Seksual Pada Anak Dalam Hukum Islam*. PT Refika Aditama.
- Amirudin, A., & Nirmala, I. (2018). Pendidikan Seksual Anak Usia Dini dalam Perspektif Hukum Islam. (*JAPRA*) *Jurnal Pendidikan Raudhatul Athfal (JAPRA)*, 1(1), 51–66. <https://doi.org/10.15575/japra.v1i1.3546>
- Anggraini, T., Riswandi, & Ari, S. (2017). Pendidikan Seksual Anak Usia Dini: Aku dan Diriku. *Jurnal Pendidikan Anak*, 3(2), 1–14. <http://jurnal.fkip.unila.ac.id/index.php/PAUD/article/view/12980> [https://www.researchgate.net/publication/277948153\\_Educational\\_Intervention\\_Programme\\_in\\_Sexual\\_Education\\_of\\_a\\_Pre-Adolescent\\_Boy\\_with\\_Prader-Willi\\_Syndrome\\_A\\_Case\\_Study](https://www.researchgate.net/publication/277948153_Educational_Intervention_Programme_in_Sexual_Education_of_a_Pre-Adolescent_Boy_with_Prader-Willi_Syndrome_A_Case_Study)
- Astungkoro, R., & Suryarandika, R. (2023). *Kemen PPA: Kasus Kekerasan Terhadap Anak Melonjak*. Republika. <https://www.republika.id/posts/36917/kemenppa-kasus-kekerasan-terhadap-anak-melonjak>
- Astuti, B., Sugiyatno, S., & Aminah, S. (2017). The development of early childhood sex education materials for early childhood education (ECE) teachers. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 4(2), 113–120. <https://doi.org/10.21831/jppm.v4i2.14869>
- Aziz, S. (2017). *Strategi Pembelajaran Aktif Anak Usia Dini*. Kalimedia.
- Chomaria, N. (2012). *Pendidikan Seks Untuk Anak*. PT Aqwan Media Profetika.
- El-Qudsy, H. (2012). *Ketika Anak Bertanya Tentang Seks*. Tinta Medina.
- Gurusinga, M. (2023). *Kasus Kekerasan Terhadap Perempuan dan Anak Naik 90 Persen*. Koran Bernas. <https://koranbernas.id/kasus-kekerasan-terhadap-perempuan-dan-anak-naik-90-persen#>
- Kasmini, L., & Fajriah, M. P. (2016). *Desain Pembelajaran Pendidikan Seks Bernuansa Islam unru*. Bandar Publishing.
- Kebudayaan, K. P. dan. (2017). *Seri Pendidikan Orang Tua : Melindungi Anak dari*



- Kekerasan Seksual. In *Kementrian Pendidikan dan Kebudayaan*. [http://repositori.kemdikbud.go.id/4952/1/MELINDUNGI ANAK DARI KEKERASAN SEKSUAL.pdf](http://repositori.kemdikbud.go.id/4952/1/MELINDUNGI%20ANAK%20DARI%20KEKERASAN%20SEKSUAL.pdf)
- Laode Anhusadar & Rusni. (2016). Fenomena Kekerasan Seksual Terhadap Anak. *Shautut Tarbiyah*, 22(2), 51–68.
- Ligina, N. L., Mardhiyah, A., & Nurhidayah, I. (2018). *PERAN ORANG TUA DALAM PENCEGAHAN KEKERASAN SEKSUAL PADA ANAK SEKOLAH DASAR DI KOTA BANDUNG The Role of Parents in Preventing Sexual Violence on Elementary School Children in Bandung*. 9, 109–118.
- Lon, Y. S., & Widyawati, F. (2017). Lingkaran Kekerasan terhadap Anak dalam Masyarakat Manggarai. *Jurnal Pendidikan Dan Kebudayaan Missio*, 10, 12–20.
- Paramastri, I., Prawitasari, J. E., Prabandari, Y. S., & Ekowarni, E. (2014). Buklet sebagai Media Pencegahan terhadap Kekerasan Seksual pada Anak-anak. *Kesmas: National Public Health Journal*, 6(2), 77. <https://doi.org/10.21109/kesmas.v6i2.109>
- Peraturan Menteri Agama RI No. 73 Tahun 2022 Tentang Pencegahan dan Penanganan Kekerasan Seksual di Satuan Pendidikan Pada Kementrian Agama. (n.d.).
- Peraturan Presiden RI Nomor 60 Tahun 2013 Tentang Pengembangan Anak Usia Dini Holistik Integratif. (n.d.).
- Sari, M., & Andriyani, F. (2020). Cara Guru Dalam Pengenalan Pendidikan Seks Pada Anak Usia Dini Di TK Kurnia Illahi Kecamatan Rambatan. *Child Education Journal*, 2(1), 54.
- Simatupang, N. (2022). Kekerasan Seksual Terhadap Anak dan Pencegahannya. *Seminar Nasional Hukum, Sosial, Dan Ekonomi*, 1(1), 469–472.
- Soesilo, T. D., Kristen, U., & Wacana, S. (2021). Pelaksanaan Parenting Pendidikan Seks (Pesek) Anak Usia Dini di PAUD Tunas Bangsa Ungaran Kabupaten Semarang. *Jurnal Pendidikan Dan Kebudayaan*, 11(1), 47–53.
- Solihin. (2015). Pendidikan Seks Untuk Anak Usia Dini ( Studi Kasus di TK Bina Anaprasa Melati Jakarta Pusat). *JURNAL JPSD (Jurnal Pendidikan Sekolah Dasar)*, 1, 56–74. <http://jurnal.untirta.ac.id/index.php/jpsd/article/view/695>
- Undang-Undang RI Nomor 12 Tahun 2022 tentang Tindak Pidana Kekerasan Seksual. (2022). [https://jdih.setkab.go.id/PUUdoc/176736/Salinan\\_UU\\_Nomor\\_12\\_Tahun\\_2022.pdf](https://jdih.setkab.go.id/PUUdoc/176736/Salinan_UU_Nomor_12_Tahun_2022.pdf)
- Yafie, E. (2017). *PENDIDIKAN SEKSUAL ANAK USIA DINI Jurnal CARE ( Children Advisory Research and Education ) Volume 4 Nomor 2 Januari 2017 PENDAHULUAN Seks, memang masih dianggap tabu untuk dibicarakan oleh sebagian masyarakat kita, terutama orang tua . Mungkin dalam ang. 4, 18–30.*