



Teachers' Role as Communicator and Motivator in Facilitating Early Childhood Sex Education in Kindergarten

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ABSTRAK

Permasalahan kekerasan seks terhadap anak di Indonesia terus meningkat dimana tercatat kenaikan 30% pengaduan kasus pada tahun 2020. Guru sebagai garda terdepan pemberian rangsangan pada anak harus mampu menjadi komunikator dan motivator yang baik sehingga pendidikan seks mampu mencegah terjadinya kekerasan seks pada anak. Penelitian ini bertujuan untuk menganalisis peran guru sebagai komunikator, motivator serta strategi yang mereka terapkan dalam memberikan pendidikan seks di Taman Kanak-kanak. Subjek penelitian ini adalah kepala sekolah dan guru pada salah satu TK di Samarinda yang dipilih menggunakan teknik purposive sampling. Penelitian kualitatif dengan pendekatan studi kasus digunakan untuk memperoleh data penelitian berdasarkan hasil pengamatan, pengumpulan data, analisis data serta kegiatan pelaporan. Data di analisis dengan teknik data reduksi lalu diuji keabsahannya dengan triangulasi. Hasil penelitian menunjukkan bahwa guru selalu menyampaikan informasi seperti konsep menutup aurat, cara merawat diri dan lain-lain. Guru senantiasa menciptakan suasana belajar yang menyenangkan dengan kegiatan seperti forum ayah-bunda, program pembiasaan dan lain-lain. Temuan ini sejalan dengan implementasi program seks pada anak yang menekankan kegiatan dan pemberian informasi mengenai kondisi tumbuh anak, perbedaan lawan jenis dan sikap preventif. Kegiatan dialog aktif, program parenting dan fasilitas pengobatan untuk anak korban kekerasan seks dapat diterapkan sebagai strategi pendidikan seks di taman kanak-kanak.

ABSTRACT

Problems related to sexual violence towards children in Indonesia continue to increase in which an increase to 30% of case complaints to was recorded in 2020. Teachers as frontliners in providing stimulus to children should be capable of becoming good communicator and motivator to prevent sexual violence against children. This study aims to analyse the role of teachers as communicator, motivator and the strategies teachers apply in providing sex education in kindergarten. Qualitative research with a case study approach was implemented to obtain the data from observation, data collection, data analysis and reports of activities. The subject of the study were headmaster and teachers of one of the Kindergarten in Samarinda selected through purposive sampling technique. The data were analyzed using data reduction technique and triangulated to test the validity. The results of the study demonstrated that the teachers always conveyed necessary information such as the concept of covering aurat, self-care of themselves and etc. Furthermore, the teachers frequently tried to create an enjoyable learning atmosphere for children through activities such as father-mother forum, habit program and etc. These activities were aligned with the implementation of sex program for children focusing on activities as well as providing information about children's growing conditions, differences in the opposite sex and preventive attitudes. Active dialogue activities, parenting program and treatment facilities for children who experienced sexual violence can be implemented as one of the sex education strategies in kindergarten.

1. INTRODUCTION

Early childhood education is an effort to provide both spiritual and physical stimulation to optimize aspects of children development. Stimuli given to children must be adapted to the age development (Bauer & Booth, 2019; Putri, 2020). In this case, teachers are the frontliners to provide stimulation in early

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childhood education institutions, but it turns out that there are still many Kindergartens that require teaching materials and activity references in providing sex education (Astuti et al., 2017; Davies et al., 2021; Reddington, 2020). The suitability of teaching materials and activities given to children is closely related to the professionalism of the teacher. Professional teachers act as communicators and motivators for children. Teachers as communicator can be interpreted as planner, implementer, and creator of a communicative condition in activities carried out by children to assist teachers in measuring children developmental achievement (Arfandi & Samsudin, 2021; Scanlon et al., 2022). Teachers as motivator refers to the ability in guiding children to receive the process of activities, helping children to become active and excited and growing their interest to the activities so that the purpose of the activities could be achieved optimally (Fen & Poh, 2015; Umasugi, 2020).

Successful education for children is closely associated with teachers' role. Teachers who are capable to communicate well can create effective and efficient learning activities which eventually create pleasant social and emotional learning situation for children and learners in carrying out their duties and responsibilities (Caena, 2014; Önder et al., 2020). Furthermore, to enable successful transfer of knowledge and information and to conduct learning fruitfully for learners require teachers to be able to attract learners' interest towards learning activities and materials. Teachers as the main actors in conducting successful learning for the learners cannot merely depend the ability to transfer of knowledge and creating learning activities but also capable of motivating learners. Motivated learners will highly likely to perform more learning activities and to improve faster than demotivated learners (Fen & Poh, 2015; Martí et al., 2022). Teachers' role as communicator and motivator are connected to each other because teachers should not only be capable of conducting instructions but also should be able to pay attention on ways to communicate learning materials to students, to motivate learners to participate actively, and to gauge their interest to the learning material and activities.

In recent years there has been an increase in the recording of cases of sexual violence experienced by children in Indonesia (Hidayati & Nurhafizah, 2022; Novrianza & Santoso, 2022). Sexual violence committed by perpetrators is caused by internal factors which include biological, moral and psychological as well as external factors such as mass media, economy and socio-culture related to the era of open culture modernization and increasingly free association (Kurniasari et al., 2018; Zahirah et al., 2019). Inadequacy of verbal ability and expressing feeling are among the reasons why sex violence often occur to children (Alucyana et al., 2020; Chasanah, 2018). Several studies argue that children who experience sexual violence are highly prone to the disorder of behaviour, cognition, and emotion (Ningsih et al., 2017; Yun & Szuh-siena, 2020). Sexual violence strongly affect the continuation of their live. These children will experience acute trauma until they reach adulthood (Bigras et al., 2021; Yuliejantining-sih et al., 2019). Children are the investments for a nation's future, when they pass the golden age, namely at an early age, they should get an education that strives for optimal growth and development. Sex education from an early age is crucial to help children becoming individuals capable of self-protection in avoiding forbidden acts, cultivating vigilance and gaining strong religious beliefs.

Generally, sex education concerns on sex anatomy, reproduction, birth control, sexual health and well-being, sex orientation, gender identity and gender roles (Krumm et al., 2016; Ramadhani & Syamsyudin, 2020). More specifically, sex education is an effort to make young learners understand about the function of sex genitalia, instinctive problems during puberty, a guidance on the importance of taking care of human private body parts, an understanding of healthy sexual behaviors as well as on possible various risks due to sex problems (Astuti et al., 2017; Gustinah et al., 2020). The information given to learners cover gender differences, private body parts which cannot be touched and the introduction of norms and religious values in which all of them are taught to the learners based on the stage of their development (cognitive, attitude, behavior). In this research, sex education refers to the transfer of information on sexual organs which can and cannot be touched, self-identity, gender differences, covering aurat, and guidance on the importance of taking care of human private body parts (Astuti et al., 2017; Robinson et al., 2017).

The provision of sex education to children is one of the efforts to prevent sexual violence. However, the majority of adults stated that sex education was inappropriate for children due to their young age (Habig, 2020; Ramadhani & Syamsyudin, 2020). Even though adults presence around children environment had a great impact on the formation of child's self-concept from giving information about sex education (Gustinah et al., 2020; Sari & Andriyani, 2020). The similar argument was found in the previous research which stated that the strengthening of sex education for children should be adapted to the curriculum related to the provision of self-development learning in schools (Sinclair et al., 2016). Not only the curriculum, but also the lack of teachers' skills related to the understanding and the knowledge in educational implementation is not fully implemented by early childhood education institutions in kindergartens in Indonesia (Erhamwilda et al., 2017; Kotob & Arnouss, 2019). This statement is supported

by the activities of providing sex education for early childhood which mainly focus on the child’s cognitive, kinaesthetic and socio-emotional using the Standard Levelling of Children Achievement and Development (STTPA) resulting in a highly rigid activities for children.

Based on the statements above, the researchers were interested to conduct a qualitative study on a private kindergarten in Samarinda in which the kindergarten chosen by the researchers was the only and the first kindergarten to develop a program for sex education in their curriculum. This information was obtained from initial interview to the headmaster of the kindergarten. It was reported by the headmaster that they had implemented the program in which the teacher acted as communicator and motivator in the designed activities. The Programs designed for sex education strategies by the kindergarten could contribute as a reference for other early childhood institutions. More specifically, this study was carried out to analyses how teachers act as communicator, motivator and implement various strategies in sex education to early childhood in kindergarten level.

2. METHOD

This study applied qualitative research method using a case study approach by collecting data through observation, interviews and documentation (Hussain, 2015; Miles et al., 1994). The research activities were carried out in one of the Kindergartens in Samarinda using purposive sampling technique, namely to the headmaster and teachers at the Kindergarten to obtain relevant data to the research objectives. The kindergarten was chosen due to the fact that it is the only kindergarten in Samarinda which has implemented sex education for young children. The kindergarten is an Islamic private kindergarten with total of 63 young learners of 35 boys and 28 girls grouped into four learning group, A1, B1, B2, and B3.

All data collection activities carried out by researchers were divided into primary and secondary data. Primary data relate to direct data obtained from teachers in the form of the teacher’s role as a communicator and motivator as well as the strategies implemented by the institution in facilitating sex education for early childhood, while the secondary data in the form of data that has been presented at the institution which includes the Learning Implementation Plan (RPP) and documentation of activities in the implementation of research.

Data reduction was carried out by selecting and simplifying initial information based on records obtained in the field and then limiting the data to only a collection of information which is a description of the presentation of data as conclusions and taking an action in facilitating sex education in kindergarten. The validity of the the data were tested using triangulation techniques through participatory observation activities, in-depth interviews and documentation for the same data source. Grid of interview instrument is show in Table 1.

Table 1. Grid of Interview Instrument

No	Indicator
1	Rising cases on sexual violence to children
2	Perspectives on sex education for children
3	Preventive actions on sexual violence to children,
4	Teacher’s roles in sex education for children
5	Obstacles in implementing sex education to children
6	Strategies in maximizing sex education to children.

3. RESULTS AND DISCUSSION

Result

The research was conducted by interviewing and observing three teachers in the Kindergarten as the main data source that provide in-depth information regarding their role, especially in sex education. Interviews were conducted to obtain more complete and structured data and to collect data that were not previously obtained during the observation. In addition, the results of the study are presented in three themes, namely; teacehers’ as communicator, teachers’ as motivator, and teachers’ strategies in sex education.

Role of teachers as communicator

Conceptually, teachers’ role as a communicator in sex education refers to teachers’ involvement in providing information (conveying message) concerning self-identity, cleanliness and the health of private body parts. This involvement are inferred from the activities implemented by teachers, how teachers and students’ interact during sex education, and the adequacy of teachers’ knowledge on sex education.

The results of interviews and observations revealed that the provision of sexual education carried out by teachers was practiced every day. Generally, children have high curiosity which encourages them to question many things. As found during the observation process, when one child asked about the obligation of circumcision for moslem boys, at that time the teacher also explained that it was also one of the gender differences between men and women. Furthermore, some questions were also posed by another student whose having high curiosity. The questions ranged from topics about marriage, definition of spouse and menstruation cycle occured to wemen. the teacher tried to to answer the questions by giving simple and understandable answers to the questions.

Summarized and inferred from the interview and observation of the three informants, the role of the teacher as a communicator can be seen from the conversations that occur in the middle of learning. As a communicator in facilitating sexual education, it can be seen from the adequacy of teacher knowledge about what information needs to be conveyed to their students related to sex education, as well as the ability and alertness of teachers in answering questions raised by children. All informants agreed that sex education for early childhood is important. They also understood appropriate sex education for children. According to the three teachers, sex education for children is about providing knowledge about gender differences, body parts which can and cannot be touched, and how to take care of oneself, especially in private areas. These findings indicate the compatibility between the program developed by the school and the reality in the field in which the school prepared teachers to master materials about sex education before applying them to make the teachers capable in answering questions from the children.

Teachers' role as motivator

Teachers' role as a motivator in sexual education is related to the teacher's ability to create an enjoyable and interesting learning atmosphere to help students to process information optimally. In other words, teachers as motivator related to how teachers' grab students' interest to the learning process through various activities. Based on the findings in the form of observations and interviews, the teachers acts as a motivator by providing sex education in a fun and engaging way, one of which is by singing song. By singing, children feel a happy atmosphere. The chosen song is also a song that is easy for children to remember and with word choices that are easy for children to understand. This fun atmosphere as the ultimate purpose of inviting children to sing simple song together was also conducted to simultaneously teaching students about some body parts which can and cannot be touched. As taken from the interview to the last informant, the song chosen by the teacher is a song entitled "Touch is allowed and touch is not allowed". These findings indicate the compatibility between the program developed by the school and the reality in the field. Thus, the results of the interview and observation on the role of teachers as motivator in sex education were pictured in their efforts create a pleasant learning atmosphere by inviting students to sing relevant songs while simulataneously teaching them about some body parts which are allowed and not allowed to touch.

Teachers' strategies

Strategy is a plan carried out to achieve a goal. Thus, in this case it is related to the plans made by the teacher so that the provision of sex education facilities to their students can be maximized according to the plan. The strategies are manifested into different programs for sex education.

The results of interview and obervation yielded that the institution had a special program for the students. The program started with theme and is maxized every dayt through habituation activities, collaboration between teachers and parents, as well as maturation of teachers' abilities. The teachers' strategies in carrying out sexual education were seen from the activities of reminding children on etiquette to defecate, cleanliness, how to take care of oneself regarding their private body parts, what they can or cannot do every day, what can and cannot be toucheh. in addition, the teachers also integrated singing activities in their strategies which were practiced regularly when conducting sexual education.

Based on the results above, the researcher concluded that in implementing sex education in Kindergarten, the three teachers applied habituation method through daily repetition as their strategy. This repetition is carried out with the hope that children will always remember the contents in sex education such as etiquette to defecate, the boundaries between men and women, how to take care of themselves, as well as how to take care of themselves to avoid the possibility of sexual violence acts.

Discussion

Based on the elaboration of the findings above, it can be inferred that the programs designed and the results of data collection that have been carried out by researchers are similar. The teacher as a communicator is the teacher's way of conveying something to children (Arfandi & Samsudin, 2021; Ratminingsih et al., 2018). From the results shown in the observation notes and interviews, it was found

that the teacher already had some knowledge about the materials that needed to be mastered and then delivered to the children. These materials include the concept of male and female genitalia, the differences between men and women, private parts of the body, touching allowed and not allowed body parts, etiquette to defecate, and how to take care of oneself.

These findings support the argument that sexual violence can be avoided by providing educational programs in the form of explanations to children about their body conditions, explaining differences with the opposite sex inculcating religious morals that involve the introduction of male and female boundaries (Astuti et al., 2017; Fajrin et al., 2020). The presentation of information on the activities studied is in harmony with the themes being discussed. Presentation of sex education, the themes include; me and myself, me and my family, my needs which latter is maximized through daily activities at school (Haryono et al., 2018; Robinson et al., 2017). The delivery of this information is not only carried out according to the school activity plan, but is also carried out when the teacher receives critical questions from his students and then fulfills the curiosity of his students by answering them. Therefore, it can be inferred that this research unveils the implementation of teachers' role as communicators in introducing and facilitating sex education to young children. This role as a communicator is indicated from the delivery of information which includes; the concept of male and female genitalia, differences between men and women, private parts of the body, touching is allowed and touching is not allowed, etiquette to defecate, and how to take care of yourself. In addition, the results of the study support the argument that the implementation of sex education in early childhood education can be carried out regardless of time and theme of learning process.

Motivation is a condition in a person that encourages him/her to do something whether consciously or not to achieve a certain goal (Andriani & Rasto, 2019; Baidi, 2019). The high number of cases of sexual violence against children encourages teachers to take their role and involve themselves in providing sex education. In this case, the teacher's role as a motivator in facilitating sex education is indicated by ability to create an enjoyable learning atmosphere to make children are interested and to maximize knowledge absorption. There are many methods that can be applied to provide sex education for early childhood, such as through discussions, games, demonstrations, role playing, and so on. Based on the research findings in the observation and interview notes, the teacher's role is shown in creating a pleasant atmosphere for children by using the singing method as a form of application of sex education in touch materials that can be done and touches that should not be done (Kollmayer et al., 2018; Sari & Andriyani, 2020).

Conversation activities, singing songs related to sex education, and inviting children forward one by one before the end of learning activities are fun methods in children's learning (Alucyana et al., 2020; Mashudi & Nur'aini, 2015). The song-oriented teaching is in line with the teaching concept of "personal safety skills including; 1) recognize, in this component children are taught to recognize private body parts that should not be touched by anyone, and how to say no when other people touch unsafely, 2) resist, namely the child's ability to stop acts of sexual violence, for example by screaming for help, 3) report, which is the child's ability to report the uncomfortable behavior he received and be open to their parents. In addition, we can build the intellectual personality of the child. When receiving questions from children, the teacher also always answered calmly to make children comfortable while studying, despite their high curiosity. Thus, Regardless the topic, in this case sex education, creating an enjoyable and pleasant learning atmosphere is always be one of the main concerns for teachers in motivating students and raising their interest to the learning materials or activities. Kinesthetic activities and singing songs related to contents of sex education were shown to be the most practiced by teachers in motivating the students.

In terms of implementing sex education as a preventive measure against sexual violence, teachers' role is among the paramount factors. Teachers as the frontliner in introducing sex education to children through learning process should be able to communicate or convey information appropriately, engage with students actively and apply strategies which integrate the purpose of sex education with the learning material and activities. Secondly, programs in collaboration with parents which include active dialogue activities, parenting programs, and ongoing treatment about sex education both at school and at home can be implemented to help preventing further case of sexual violence against young children (Robinson et al., 2017; Windiastuti & Syamsudin, 2019). One strategy that can be applied for the application of sex education is the central learning model and the use of media that contains sex education such as dolls and body parts puzzles (Haryono et al., 2018; Robinson et al., 2017). Apart from that, the Kindergarten which is the place of research to make strategies for offline learning which are currently being carried out by making habits in the form of repeating information every day in several ways. The method chosen is through storytelling activities, singing or just reminding by giving advice. This habit is practiced with the hope that the information obtained by the child can be processed optimally. Based on the description above, it can be concluded that the teacher's strategy is to carry out his role as a communicator and motivator in facilitating sex education through habituation programs, storytelling activities, singing, and direct advice. Another

strategy used is to collaborate with parents/student guardians through an association that was formed called "Father Mother Forum".

Though this study has revealed the the roles of teachers in sexual education in kindergarten, the study was not conducted from the initial time of sexual education program in the kindergarten since the first semester. Thus the whole picture of the teachers' roles were not pictured in full. Therefore, future studies might conduct similar research to capture complete description of teachers' role in facilitating and implementing sexual education. Additionally, information on the sex education program which consists of various activities implemented by teachers might be experimented to find out the effectiveness of the implementation of the program itself. And lastly, based on the results of various learning materials for sex education, an existing need of developing a suitable and appropriate learning material for sex education might be necessary to improve the quality of sex education for children in different contexts.

4. CONCLUSION

The teachers' role as communicator and motivator in sex education were conducted using simple instruction and activities on daily basis during teaching and learning process. In motivating the students, the teachers mainly integrated singing with students and simple kinesthetic activities in sex education. Regarding strategies in conducting sex education, the strategies are limited to certain practice, such as habituation or repetition through simple activities. Despite having flexibility in conducting sex education, the teachers' role in communicating, motivating, and implementing strategies in sex education were more or less similar.

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