The Effect of Toilet Training To Introduce Sex Education In Early Childhood

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ABSTRACT

Sexual violence in early childhood is currently becoming more and more common, making it sad for parents, educators, and education practitioners, because it will have an impact on the future of the child. This study aims to determine whether there is an effect of toilet training learning to introduce sex education to early childhood in TK Pertiwi 26-13 Bogares Kidul. The research method in this research is quantitative. The population uses 30 children. The sample of this study was taken using a saturated sampling technique where the entire population was sampled. Data were collected using a checklist. The data were analyzed using the product-moment correlation test and then carried out a significance test. Through the product-moment correlation test, the value of r is 0.70. It can be stated that the relationship between toilet training and learning influences sex education. The value of the coefficient of determination obtained from the calculation results is $r^2 = 70\%$. This shows that the sex education variable contributes 70% to sex education in children, while 30% contributed to other factors such as the environment at home. From the calculation of the coefficient significance test, the value of count > table (1.759 > 1.697), it can be concluded that there is an influence between toilet training learning on sex education.

Keywords: Toilet training; Sex education; Early childhood

ABSTRAK


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1. INTRODUCTION

Research on sexual violence against children in Indonesia has been widely carried out both at school and outside of school (Arika & Ichsan, 2022) in their research stating that teenage boys tend to behave at risk compared to girls. The behavior of preventing sexual violence behavior by parents in school-age children results in exposure to a relationship between the mother's knowledge and mother's attitude with behavior to prevent sexual violence behavior (Gerda et al., 2022). It is said that the behavior of preventing sexual violence behavior is influenced by factors such as the age of the child, the sex of the child, the mother's age, the mother's education, the mother's occupation, and family income suggesting the development of early sex education through activities in the community in preventing sexual violence behavior (Irmawati & Diana, 2022). This provides information that knowledge about sex education is needed, including in the world of education, to prevent sexual violence behavior.

Sex education is needed so that children know the function of their reproductive organs from an early age so that children can avoid sexual deviant behavior from an early age (Kamilah, 2021). According to Suhasmi & Ismet (Suhasmi & Ismet, 2021) sex education in children can protect children from sexual violence and abuse. Sex education is needed to bridge children's curiosity about it and various offers of vulgar information, by providing correct, honest, complete information about sexuality, which is adapted to maturity (Farhana Umhaera Patty et al., 2022). As stated by Apriningrum et al. (Apriningrum et al., 2022), teenagers who do not receive sex education from their families, the majority of them who have great curiosity make their social friends a place of learning. In addition, they also look for information on their own, for example by viewing social media, renting pornographic DVDs, or buying adult magazines. Children's ignorance about sexuality without parental guidance tends to mislead and cause problems in the future.

The results show that there is a significant relationship between education and the level of parental knowledge about early sex education (Mamuroh et al., 2022). It is stated that the higher the education of parents, the easier it is for parents to receive information related to sex education and tend to have good parenting about early childhood sex education (Kartika Adyani, 2022). The study obtained the results of the significant effect of sexual violence education on actions regarding the prevention of sexual violence behavior in children (Hardini et al., 2022). The role of parents and the supervision and support of school principals and teachers is to maintain education about sexual violence in children so that children are protected from sexual violence. Parents have an important role in educating children regarding early childhood sex education (Hertinjung et al., 2022). There are obstacles faced in planting early childhood sex education, namely the language used in communicating sex education from parents to children is too high for children to understand and the child's lack of attention to parents in receiving sex education teaching parents (Hilda
Zahra Lubis, 2022). Research states that 33.4% of mothers’ behavior in providing sex education is influenced by the knowledge factor. It was explained that sex education that was not given at an early age resulted in a high rate of sexual violence against children. Parents are considered the first gate of protection for children to avoid sexual violence against children (Hurlock, 2015). It is concluded that sex education is very important for children as an effort to prevent sexual violence. Research on the provision of sex education at an early age which is seen from the aspect of maternal behavior, obtained several conclusions, namely (1) some mothers have implemented sex education for children but are still simple regarding the sex of the child, the differences between male and female, and organ function, (2) mothers’ attention to inculcating sex education for children is more given to girls than boys, and (3) mothers’ knowledge about sex education is still lacking (Sasono et al., 2022).

Schools must play an active role in sexual education, schools must have a paradigm that is exactly the opposite of the negative view of sex education by the general public (Nessa et al., 2022). The paradigm of the importance of sex education is important and needs to be given as early as possible to be owned by schools. Sex education for Early Childhood Education (PAUD) can be carried out by classroom teachers by inserting sexual education materials into relevant subject matter.

Pricillia & Sera (Pricillia & Sera, 2022) examines teachers’ perceptions of sex education for children. It is stated that PAUD teachers think that sex education for children is important and must be taught to children (Pradikto et al., 2022). Two factors are the reason for the importance of sex education for children, namely children's lack of understanding about sex education so that children feel irresponsible with sex or their reproductive health and the role of the environment and the media that presents sex as a commodity triggering negative things such as sex outside of marriage, the transmission of the HIV, and others (Utama et al., 2022).

Teachers have a perception related to learning about sex education that must be included in the curriculum by being integrated into learning that becomes habituation, one of which is toilet training regarding reproduction. Teachers must be able to act as models or examples for children and teachers act as teachers and mentors in the learning experience. Sexual violence is a condition that robs children of their rights to the point of endangering their lives (Soesilo, 2021). Generally, sexual violence against children is carried out by the closest people or people who are known to the perpetrators. But it can also be that a perpetrator is a person who is not known at all (Jack Taosen, 2021). Examples of sexual violence are exposing children to pornography, exposing children to sexual activities, having sex with children, groping children's vital organs, committing sodomy to children, peeking at children while bathing, bathing children over the age of 5 so that children do not have shame, forcing the child to touch the genitals of the perpetrator, and all actions aimed at sexually exploiting the child. Signs that a child has been sexually abused include: having unusual interests or knowledge about sexual behavior, complaining of pain when urinating or defecating, having changes in behavior and emotional patterns, making sexual images that are inappropriate for their age, and the child hates friends.

The factors that can cause sexual violence according to Ismiulya et al. (Ismiulya et al., 2022), include genetic factors and environmental factors. Genetic factors, including (a) the nature of parents, usually parents carry traits related to morals, temperament, and intelligence which are sometimes passed down from generation to generation; (b)
breastfeeding, breastfeeding the child contributes to the emergence of deviations and various other conditions that will be experienced by the child in the future; and (c) sexual intercourse, one drop of sperm affects the character growth and acceptance of one's genetic elements. Environmental factors, including: (a) father's ignorance of sex education, father's weakness in mastering the rules of sexual behavior in its development will cause various sexual deviations in children, (b) sexual stimulation in the family, as a result of adult ignorance of the laws and regulations. Islamic law regarding the rules regarding sexual matters because they always provide unintentional stimuli that damage children's views on sexual behavior, especially in the home, (c) children are not trained to ask permission, there is no training for children to always ask for permission. When entering the room, the parents become the source of the secret of conjugal sexual relations and if seen by the child the memory of sexual behavior will imprint on the child, (d) the bed is close to each other, and several parents let their children sleep in the same bed, which sometimes they do. Sexual games even without emotions, (e) imitation of sexual behavior, (f) prohibiting children from asking questions about sex, (g) women's jewelry, (h) kissing and touching sexual organs, (i) families ignoring supervision of information media, (j) friends with bad morals (k) sexual violence behavior, the emergence of sexual violence behavior due to wrong education and understanding of sex in children. The purpose of this study was to determine whether or not there was an effect of sex education on toilet training learning for students at Pertiwi Kindergarten 26-13 Bogares Kidul.

The novelty in this research is to get used to toilet training from an early age so that children begin to get used to applying toilet training wherever they are. Learning toilet training is very useful for children at any time.

1. LITERATURE REVIEW

1.1. Toilet Training

Toilet training is a way to train children to control their habit of defecating in the right place, so they don't just defecate (Gilbert Jane, 2013). Toilet training aims at P3 to train children to be able to urinate and defecate in a predetermined place and also to train children to be able to clean their feces and put their pants back on. Seeing this, the implementation of toilet training is a very appropriate time to conduct sex education for children by introducing children to their reproductive organs and gender differences between themselves and their friends. So far, sex education for early childhood is considered taboo in the community (Asri Cahyanengdian, 2020). They think that sex education is not appropriate for young children. Whereas sex education given from an early age is very influential in a child's life when he enters adolescence. Moreover, children are now critical, in terms of questions and behavior. It's all because at this time children have a great curiosity, so we often hear a child asking "Where did the baby brother come from?" or "why do their friends have different organs from themselves?" This can trigger children to explore on their own because they feel curious and try to find answers on their own if they don't get them from their parents.

To research (Fitriani et al., 2021) teachers and parents are advised to start introducing body anatomy, including reproductive organs, when children are 1 – 4 years old. At that age, it is also necessary to emphasize to children that everyone is a unique creation of God, and different from one another. Parents also need to introduce which are the eyes, which are the feet, the vagina, and other organs. In addition, parents must also explain that God
created boys and girls differently, each with its uniqueness. Then when the child enters the age of 5-7 years, the child's curiosity about the sexual aspect usually increases. They will ask why his friend has different organs from his own. Seeing from these problems, it is necessary to immediately find alternative problem solving so that children can improve their skills and understanding in recognizing sex education, regarding the introduction of sex and reproductive organs which are still low by (Wulandari et al., 2021) applying direct recognition strategies. One of the media that can be used to identify sex and reproductive organs in children is using toilet training.

1.2. Sex education

Equipping students with knowledge about sex education is very important (Tenri et al., 2022). Because to fortify children from deviant behavior. The purpose of education is to shape humans to be intelligent and have a noble character, and the minimum level of violence against children can be realized. A person must have the attitude and personality to be able to adapt to the environment. The formation of this attitude and personality is formed in early childhood. Based on this description, the purpose of this study is to see how the implementation of sex education in early childhood education. Sex education is the provision of information and the formation of attitudes and beliefs about sex and sexual identity (Nurul Chomaria, 2012). Sex education is the clear and correct information on the issue of human sexuality. The information includes the process of conception, pregnancy to birth, sexual behavior, sexual relations, and aspects, psychological and social (Sarah Emmanuel Haryono, 2018). Early childhood is a child with an age range of 0 to 6 years who need a variety of stimulation to help develop their various abilities (Pratiwi et al., 2022). Sex education for children is not just teaching how to have sex, but rather an effort to provide understanding to children, according to their age. Sex education is a gender distinction between men and women and is related to the reproductive organs (Mulyana & Fatimah, 2022). Sex education in early childhood is intended so that children understand their body conditions, conditions, and bodies of the opposite sex and teach how to behave according to their gender (Andika Alya., 2010).

Sex education has materials, including 1) circumcising children, 2) training children to clean and defecate, 3) answering children's questions about sex, 4) accustoming children to maintain their views (Hasan, 2010). Materials that can be delivered to early childhood, among others: Instilling shame in children, Instilling the spirit of masculinity in boys and the spirit of femininity in girls, Separating their beds, Introducing visiting times (asking for permission 3 times), and Educating on maintaining genital hygiene (Hilda Zahra Lubis, 2022). Sex education materials include: 1) Giving the name of the child according to gender, 2) Providing treatment according to gender, 3) Introducing the function of body parts, 4) Teaching to clean the genitals, 5) Instilling shame, 6) Providing information on the part of the body that is affected. may and should not be touched by others, 7) Get used to covering the genitals, 8) Separating children's beds, 9) Selecting media consumed by children, 10) Giving examples of allowed associations of the opposite sex (Venketsamy & Kinear, 2020) Implementation of sex education is expected can change children because children are the product of various influences ranging from family, health, socio-economic conditions, and schools. The learning process must be effective, fun, interesting, and meaningful for early childhood. Its implementation is influenced by several elements, including teachers who fully understand the nature, nature, and characteristics of children (Wang, 2022).
2. METHOD

This research is quantitative in the form of correlation (Sugiyono, 2018). This method was chosen because it is following the objectives to be achieved, namely to find out how much influence variable X (sex education) has on variable Y (Toilet Training). The population in this study were all students in TK Pertiwi 26-13 Bogares Kidul, totaling 30 students. Sampling was done by using a saturated sample technique. The sample taken in this study was 30 students. The data in this study used a checklist technique. The data analysis technique used in this research is in the form of a normality test, correlation test, and correlation significance test. The normality test was used to determine whether the data from the questionnaire were normally distributed or not. The product moment correlation test was used to analyze the relationship between sex education variables and sexual violence behavior. Correlation significance test using t-test.

3. FINDINGS AND DISCUSSION

Sex education is an education that is very important for all groups, including early childhood (Mukti, 2016). Sex education is intended to provide good information regarding the relationship between men and women and to protect human dignity from sexual harassment. In the application of toilet training, the teacher also communicates well with children, providing directions according to the language of children aged 4-6 years. The existence of good communication is very influential in the successful implementation of toilet training. In this regard, Madani (Madani, 2014) suggests that one of the factors that support the practice of toilet training is communication. In communicating, the teacher needs to convey to the child that at this time the child is ready to start learning to practice defecating and urinating. Also communicate all the exercises for defecation and urination so that the child understands, such as before urinating or defecating, opening the pants first, squatting, and then cleaning the genitals to keep the genitals clean. By looking at the activities that have been carried out by the teacher in the implementation of toilet training, the teacher has carried out the stages of implementing learning well. Teachers have also planned to improve learning and implement improved learning, as one way to carry out toilet training to increase the introduction of sex education to children. This series of activities indicates that the learning implementation procedures have been carried out correctly by the teacher so that the results obtained have increased in the experimental class. In the implementation of toilet training, the teacher also observes the ability of children in each stage of its implementation. Observations are made by looking at the level of child development at each meeting, which is done by observing by an observer on the level of child development. To make this observation, the researcher has made an observation sheet in the form of a checklist first.

The data obtained in this study were tested for normality to determine whether the data were normally distributed or not. The normality test for sex training toilet learning variables and sex education used the Liliefors test. The results of the liliefors test calculation for the variables of toilet training learning (X) and sex education (Y) can be seen in Table 1.

<table>
<thead>
<tr>
<th>Table 1. Data Normality Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>Toilet training lessons (X)</td>
</tr>
</tbody>
</table>

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Table 1 shows the results of the normality test of the two research data. It was concluded that both the data on the toilet training learning variable (X) and the sex education variable (Y) were normally distributed. This is obtained from the results of Account (0.155) which is smaller than Table (0.161) in the toilet training learning variable. For the sex education variable, Account is 0.141 which is smaller than Table is 0.161. Furthermore, hypothesis testing is carried out using product moment correlation. The results of the product-moment correlation test between the variables of toilet training learning and sex education can be seen in Table 2.

### Table 2.  
**Product Moment Correlation Test Results**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\Sigma X$</td>
<td>2169</td>
</tr>
<tr>
<td>$\Sigma X^2$</td>
<td>157527</td>
</tr>
<tr>
<td>$\Sigma Y$</td>
<td>2091</td>
</tr>
<tr>
<td>$\Sigma Y^2$</td>
<td>145915</td>
</tr>
<tr>
<td>$\Sigma XY$</td>
<td>151214</td>
</tr>
<tr>
<td>$n$</td>
<td>30</td>
</tr>
<tr>
<td>$r_{xy}$</td>
<td>0.70</td>
</tr>
</tbody>
</table>

Table 2 provides information that the magnitude of the correlation between the variables of toilet training learning and sex education is 0.70 and is categorized as high. Based on this information, it can be said that toilet training has a high influence on students' sex education. Based on the calculated $r$-value of 0.70, it can be obtained a coefficient of determination of 70%. Furthermore, the correlation coefficient significance test was carried out using the t-test. The results of the significance test can be seen in Table 3.

### Table 3.  
**Correlation Coefficient Significance Test Results**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>0.70</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>$T_{hitung}$</td>
<td>1.759</td>
</tr>
<tr>
<td>$Dk$</td>
<td>28</td>
</tr>
<tr>
<td>$A$</td>
<td>0.05</td>
</tr>
<tr>
<td>$t_{tabel}$</td>
<td>1.697</td>
</tr>
</tbody>
</table>
Based on the data in Table 3, information is obtained that the t-count value is 1.759 and the t-table value is 1.697. Because the value of t arithmetic is greater than the t table (1.759 > 1.697), it is concluded that Ho is rejected and Ha is accepted. This means that there is a significant effect between toilet training learning on sex education. In the t-test calculation, it is obtained that t-count = 1.759 and t-table = 1.679, at a significance level of 0.005, and dk 28, it can be seen that the results obtained by t-count are greater than t-table, (1.759 > 1.697 = ttable). This result causes Ho, which states that there is no effect of sex education on sexual violence behavior, to be rejected, while Ha is accepted. The acceptance of Ha can be concluded that there is an influence between toilet training learning on sex education. From the calculation of the coefficient of determination (KD), the result is 0.70%, the toilet training learning variable contributes 70% to sex education in group B students at TK Pertiwi 26-13 Bogares Kidul, while 30% is contribution by other factors such as environment at home, namely parenting parents, living environment, school environment, the influence of changing times, cultural influences, peers, and others.

Toilet training can be given by providing appropriate affirmation and teaching about how important it is to learn sex education starting from an educator, namely the teacher. Before teaching about sex education, a teacher must understand very well all kinds of teaching for sex education, starting with the right media, books, and vocabulary for teaching, so that students can understand what and the purpose of sex education, one of which is to prevent sexual harassment. all acts of sexual harassment. This study provides information that teachers of TK Pertiwi 26-13 Bogares Kidul think that sex education is non-academic education which means that the education provided must be effective in every learning in the classroom and school environment. This study illustrates that the toilet training learning variable has a positive contribution to sex education. Based on the research analysis, it can be concluded that toilet training learning is a factor that is needed by someone to understand and know very well what sex education is to avoid things that deviate from sex education itself while sexual violence behavior is a form of crime that must be avoided by study sex education. In line with research (Talitha et al., 2021) which states that sex education is needed so that children know the function of their reproductive organs from an early age so that children can avoid sexual deviant behavior from an early age. The results of this study can contribute to teachers cultivating sex education through the learning process at the school. The culture of involvement in sex education from an early age in schools can be applied to reduce the risk of sexual violence behavior in early childhood. In line with (Utami & Musyarofah, 2021) who states that schools must play an active role in sexual education, schools must have an inverted paradigm with a negative view of sex education by the general public.

Based on the conclusions of the research, it is proven that there is a relationship between toilet training learning and sex education is to provide correct knowledge to children who prepare them to adapt well to sexual attitudes in their future life, and the provision of this knowledge causes children to acquire correct logical tendencies. to sexual and reproductive problems. Sexual violence is a condition that robs children of their rights to endanger their lives (Sugijokanto, 2014). Thus this study implies that the provision of toilet
training to students can have a positive influence as well as students will have a good personality and morals, so this has an effect on avoiding sexual violence behavior.

Providing sex education to children is not easy. There are still many parents who feel confused and do not understand when and where to start, even some of them still think that talking about sex issues, especially to children, is dirty and inappropriate. Sex education for children is not just teaching how to have sex, but rather about giving children an understanding according to their age, regarding the functions of the sexual organs and the problems of natural instincts that begin to arise. Guidance on the importance of maintaining and seeing their intimate organs, as well as providing an understanding of healthy social behavior and the risks that occur is very important for young people and teenagers.

Several factors are important factors in the importance of knowledge about sex education: First, where children grow up to be teenagers and they do not yet know the real sex education. Their parents still consider it a taboo and not appropriate thing to convey to their children, so that with their ignorance, they do not know how important the health of their reproductive organs is and are not responsible for their reproductive organs. The second factor is because children do not understand about sex and the health of their reproductive organs. In their social environment, there are many media that present and offer pornographic information, such as newspapers, television, internet, magazines and so on. The knowledge they get about sex is only limited to the knowledge they get from these media, so that nowadays promiscuity is rampant, sex outside of marriage and unwanted pregnancy is the result of teenagers' lack of understanding of sex.

Several advantages factor into the importance of knowledge about sex education. The first factor is where children grow up to be teenagers and they do not know the real sex education. Their parents consider it a taboo and not appropriate thing to convey to their children so that with their misunderstanding, they do not know how important the health of their reproductive organs is and are not responsible for their reproductive organs. The second factor is that children do not understand sex and the health of their reproductive organs. In their social environment, many media present and offer pornographic information, such as newspapers, television, the internet, magazines, and so on. The knowledge they get about sex is only limited to the knowledge they get from these media so currently, promiscuity is rampant, sex outside of marriage and unwanted pregnancy are the result of teenagers' misunderstanding of sex.

Most people think that sex education needs to be included in the education curriculum in secondary schools to identify, anticipate and avoid promiscuity among students or adolescents, as well as to reduce other negative impacts of the lack of adolescent knowledge about sex. The material submitted must be accompanied by correct directions and according to the rules so that the information they get can be understood and not misused. With the implementation of the curriculum on sex education in secondary schools, this certainly cannot be separated from the pros and cons, both among parents and the surrounding environment. Among the things that make schools, parents and the community agree on the implementation of a sex education curriculum are as follows: (1) Sex education in schools can help children understand the impact of sex in their lives, so that free sex among teenagers can overcome by imparting and expanding their knowledge of the dangers; (2) Sex education also answers all the questions that are on their minds along with the
changes that occur in their bodies; (3) Sex harassment is now becoming more and more common throughout the world, so that sex education can play an active role in dealing with the problem of sexual abuse and harassment. The sex knowledge they get from school will be much better than having to let them find information about sex and pornography on the internet on their own. Sometimes the information they get from the internet will only mislead them and lead to misunderstandings.

4. CONCLUSION

Through the product-moment correlation test, the value of r is 0.70. It can be stated that the relationship between toilet trending learning and sex education has a positive relationship. The value of the coefficient of determination obtained from the calculation results is r² = 70%. This shows that the toilet training learning variable contributes 70% to sex education in group B students at TK Pertiwi 26-13 Bogares Kidul, while 30% contribution to other factors such as the environment at home. From the calculation of the coefficient significance test, the value of count > table (1,759>1,697), it can be concluded that there is a significant influence between toilet training learning on sex education.

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