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Interpretative Phenomenological Analysis: Implementing Early Childhood Sex Education for Muslim Teachers

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Abstract:

The study expresses the importance of implementing early childhood sex education for Muslim teachers in Indonesia based on children's cognitive and sexual development. A qualitative study with a phenomenological design was conducted to explore sexual education provided by teachers through purposive sampling and in-depth interviews. The participants of the study were teachers and principals of two kindergarten schools in Semarang. The results showed that each school has its own learning system and strategy to implement sexual education. The schools developed sexual education themes from teacher training programs. The teachers provided sexual education materials such as *aurat* introduction, introductory names of genitalia, self-introduction, instructions on changing clothes, toilet training, and information about appropriate behavior, mother's pregnancy, and childbirth. In addition, school-based sexual education should be adjusted to children's needs, language skills, and age-appropriateness. The combination of learning methods in parenting and educational guidance can develop child sexual education. The result shows that Muslim teachers taught sexual education to their students in accordance with culture and society norms.

Keywords: sexual education, early childhood, school contents, Muslim teacher, Indonesia.

解释性现象学分析：对穆斯林教师实施幼儿性教育

摘要：

该研究表明了在印度尼西亚穆斯林教师中实施基于儿童认知和性发展的幼儿性教育的重要性。采用现象学设计的定性研究，通过有目的的抽样和深度访谈来探讨教师提供的性教育。该研究的参与者是三宝垄两所幼儿园的教师和校长。结果显示，每所学校都有自己的学习体系和策略来实施性教育。学校根据教师培训

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计划制定了性教育主题。老师们提供了性教育材料，如性教育材料，如奥拉特介绍、生殖器介绍名称、自我介绍、更衣指导、如厕训练、以及适当行为、母亲怀孕和分娩的信息。此外，学校性教育应根据儿童的需要、语言能力和年龄适当性进行调整。亲子教育和教育指导的学习方法相结合，可以开展儿童性教育。结果表明，穆斯林教师按照文化和社会规范向学生教授性教育。

关键词：性教育、幼儿教育、学校内容、穆斯林教师，印度尼西亚。

1. Introduction

Sexual education implementation in kindergartens in Indonesia has been a topic of concern due to its inadequate application. This deficiency has led to numerous challenges for parents, teachers, and children involved in sexual education. Additionally, prevailing societal beliefs contribute to the reluctance to provide sexual education to children beyond puberty (Sinaga & Simorangkir, 2021). The use of proper terminology related to genitalia is often considered taboo, leading parents to struggle to provide satisfactory answers when children inquire about sexual matters (Shawar et al., 2022; Rakhmawati, et al., 2020, 2021; Guo et al., 2019; Oktavianingsih & Ayriza, 2018; Choudhry et al., 2018; Tsuda et al., 2017). These factors greatly limit and impact early childhood sexual knowledge in Indonesia (Tsuda et al., 2017; Meshkovska et al., 2015; Barth et al., 2013; Fentahun et al., 2012).

To address these challenges, teachers must use the correct names of genitalia during sexual education sessions. By doing so, children can become familiar with the proper terminology and function of genitalia, helping to reduce any sense of shame or incorrect perceptions associated with them (Oktavianingsih & Ayriza, 2018). As emphasized by Khoori et al. (2022), using euphemisms or nicknames to refer to genitalia demonstrates a lack of understanding regarding sexuality and creates barriers for children to discuss genital-related issues with their parents openly. An age-appropriate introduction to the childbirth process is integral to early sexual education (Hubel et al., 2020; Güder & Alabay, 2018; Fentahun et al., 2012). Moreover, assisting children in recognizing their bodies and promoting body awareness are essential aspects of early sexual education.

Al-Qur'an stated that early childhood education is related to parents' responsibility for growing noble generations to be obedient servants of Allah (Tabroni et al., 2022). Children's spiritual dimension was mentioned in the hadith. The Prophet, sallallaahu'alayhi wa sallam said: "*Every child is born except on Al-Fitra (Islam), then his parents make him Jewis, Christian, or a Magian, as an animal produces a perfect young animal: do you see any part of its body amputated?*" [Hadith Al-Bukhari].

The word al-Fitra on the hadith above has many meanings. Many hadith specialists interpreted Fitra as a religion of Islam, and parents only passed religion to their children. Meanwhile, other hadith specialists mentioned that every child has the potential to confess the true religion, so that if they are left in their original

state, they will still be Fitrah because Islam has existed in their soul (Ibn Al-Atsir).

Sexual education for early childhood in general usually starts by explaining the childbirth process in an age-appropriate manner (Fentahun et al., 2012; Güder & Alabay, 2018; Hubel et al., 2020) and helping children to recognize their bodies. In addition, early sexual education can provide materials such as resources on maintaining personal hygiene, recognizing sexual differences with the opposite sex, teaching about body awareness, developing social skills and relationships, and building and maintaining good sexual attitudes (Contreras et al., 2010; Travers & Matt, 2010).

This study aims to impart kindergarten teachers the importance of early sexual education based on children's cognitive and sexual development and to answer the question, "How do kindergarten teachers implement sexual education in early childhood in Semarang kindergartens?" through a phenomenological study. Unlike previous studies that explored sexual education, this study more deeply explored teachers' strategies, roles, and attitudes in providing sexual education at school. This study is developing Johnson et al.'s (2014) and Kenny et al.'s (2015) studies on teachers' attitudes in teaching sexual education in the classroom. On top of that, this study is one of the studies conducted in Indonesia and explored Islamic kindergarten teachers' perspectives that can be applied in sexual education in general.

2. Literature Review

2.1. Sexual Education for Early Childhood

According to Articles 28 and 29 of the UNCRC (Heah, 2019), sexual education is a basic human right defined as the right to obtain health education, the quality of education, and education contents. Generally, sexual education should contain overview information such as anatomy, personal hygiene, health, reproduction, sexual response relationships, affection expression, and positive behavior support toward sexuality (Alison, 2006; Bilinga & Mabula, 2014; Robinson, 2012, 2013). Sexual education has a function to spread social values and ensure children feel happy, secure, and comfortable while interacting with other people (Güder & Alabay, 2018). Sexual education aims to provide knowledge, broaden children's horizons, and avoid adverse risks such as sexual violence (Child Welfare Information Gateway, 2019; Morgan & Oudekerk, 2019; Schofield et al., 2013).

Sexual violence is a severe problem for children

worldwide (Middleton et al., 2014), where adults threaten and coerce sexual activity against children without their consent (Morgan & Oudekerk, 2019). Finkelhor described sexual violence toward boys and girls as unwanted touch for penetration before the age of 18 (Barth et al., 2013; Finkelhor et al., 2005; Justicia, 2016; Meshkovska et al., 2015; Osadan & Reid, 2015).

Online Information System for the Protection of Women and Children (SIMFONI PPA) from January 1 to June 9, 2021, recorded 3,314 cases of child sexual violence with 3,683 child victims in Indonesia. UNICEF recorded that Central Java (including Semarang) was the third-highest province for sexual violence with 24% of the total child sexual violence cases nationally (Online Information System for the Protection of Women and Children, 2020). The highest percentage proved that sexual issues should be handled seriously (Black et al., 2011; Choudhry et al., 2018; Homma et al., 2012; Shawar et al., 2022).

Some studies have mentioned factors impacting child sexual violence such as parents' education level, unemployment, poverty, an absent parent, parental negligence, and domestic abuse (Choudhry et al., 2018; Erhamwilda & Afrianti, 2015; Merrick et al., 2013; Schofield et al., 2013; Scimeca et al., 2014; Collin-Vézina et al., 2013). Sexual violence attacks physical, psychosocial, and psychological victims. Sexual violence can lead to excessive fear and anxiety of the perpetrator, post-traumatic stress disorder (PTSD), depression, and suicidal urges (Hadjam & Widhiarso, 2011; Khilmayah & Wiyono, 2021; Scimeca et al., 2014; Collin-Vézina et al., 2013).

Sexual education can reduce child sexual violence. Kindergarten teachers should introduce sexual education to early childhood by applying various roles, strategies, methods and learning mediums based on children's needs and development. Inconsistency and irregularity in providing sexual materials is the problem of sexual education implementation in schools (Heah, 2019).

2.2. Early Childhood Sexual Education from Islamic Perspective

Sexual education can be provided to children aged 3-6 years based on the Hadith of the Prophet Muhammad, specifically to set their morals, how to get along, and avoid negative impulses. In addition, children aged 7 should be provided with sexual education adjusted to their development. For instance, children learn how to enter their parents' rooms and dress based on gender (Heah, 2019).

The Holy Quran surah An-Nur (24): 30, Al-Ahzab (33): 59, and An-Nur (24): 31 mentioned sexual education for early childhood, first, introducing modesty or shyness. Teachers and parents trained children not to be naked in front of the people, wear proper dress based on Islamic Sharia, and introduce *aurat* (part of body that cannot be seen by others).

Second, Surah Al-Baqarah (2): 222 mentioned how to clean genitalia. Teachers and parents can introduce *najis* (ritually unclean) and children must be accustomed to defecating in the toilet (toilet training). Thus, they can form independence and love cleanliness.

Other hadiths suggest separating children's bedrooms. Separating a child's bed is a way to instill their awareness about the body and help them get rid of their clingy behaviors with parents. Meanwhile, if the separating bedroom was done between siblings, children would form awareness about their gender difference.

“Narrated Abdullah ibn Amr ibn al-As, said Rasulullah sallallahu ‘alaihi wasallam said: *Command your children to pray when they become seven years old, and beat them for it (prayer) when they become ten years old; and arrange their beds (to sleep) separately*” [Hadith Abu Daud].

Last, Surah An-Nur (24): 58 mentioned children should ask permission before entering parents' rooms, before the dawn prayer, during putting aside one's clothes for rest at noon, and after the night prayer. Those three occasions were set because at that time parents might be doing their activities in the room.

3. Methods

3.1. Study Settings

The study used two PAUD/kindergarten schools in Semarang. There were seven participants, including principals and teachers in PAUD/kindergarten schools in Semarang. The initial participants were RM (45 years old), as a kindergarten principal; IM (45 years old), as kindergarten principal; IN (29 years old), as a pre-school (PAUD) principal; NK (46 years old), as block center teacher; LI (32 years old), as a role center teacher; WJ (35 years old), as a homeroom teacher; and DN (49 years old), as a homeroom teacher. The participants each had 7–20 years of work experience.

The study used purposive sampling based on the following criteria: a) the participants have experience in teaching sexual education to early childhood; b) they have five years of experience in teaching early childhood; c) they possess a teaching certificate; d) Muslim teachers have an understanding of delivering sexual education to early childhood. Purposive sampling was applied to help the researchers obtain the data.

3.2. Study Design

A descriptive qualitative method was applied to holistically describe the phenomenon of a research subject (Moleong, 2018). A qualitative approach was used to explore and understand the meaning individuals or groups ascribe to social or human problems (Creswell & Clark, 2017). The study explored sexual education provided by teachers in early childhood.

The data were obtained through in-depth interviews

with a minimum of one hour per participant. The data were collected from March 16, 2020, to May 28, 2022. The researchers provided informed consent agreements that each participant signed.

3.3. Data Collection

The data were collected in three steps. The first step was in-depth interviews. The researchers used in-depth interviews with semi-structured methods and prepared the interview questions as a guide (Sugiyono, 2016). An in-depth interview was conducted to discover the importance of early childhood adjusted to cognitive and sexual development. The second step was unstructured observations to observe the participants’ behavior. Observations can be implemented in a structured and unstructured manner (Creswell & Clark, 2017). The third step is documentation. Documentation was collected in the form of research activities photos. The documentation can be analyzed, compared, and combined to create a systematic, integrated, and intact study (Nilamsari, 2014).

The researchers used data sources triangulation, design, and time. Data source triangulation was used to test the credibility of the data by checking data obtained from various sources. Data source triangulation came from principals and teachers. Then, technique triangulation consists of observation and participant interviews. The researchers started observation and interviews in 2019 and continued during the COVID-19 pandemic. The last step was time triangulation. It should be done in the morning when the participants are in mint condition to provide valid and credible data. Before the pandemic, researchers conducted field research and face-to-face interviews with three principal participants.

3.4. Data Analysis

A phenomenological reduction is a process to summarize and explain the meaning of an individual’s experience of a phenomenon (Alhazmi & Kaufmann, 2022). The individual’s experience was used to explore kindergarten teachers’ views on the importance of sexual education to children. The researchers used thematic analysis to analyze the data. Braun and Clarke (2006) stated that thematic analysis identifies patterns or finds themes through the data collection. This study used thematic analysis based on patterns or themes of the teachers’ understanding of child development, especially in cognitive and sexual development.

4. Results

The results of the study produced four themes used by teachers in implementing sexual education for early childhood. Teachers apply strategy, their roles, learning methods, and attitudes in conveying sexual education for early childhood. The teacher strategy to implement sexual education can be seen in Table 1.

Table 1. Teachers’ strategy in implementing sexual education

Theme	Sub-Theme
Teachers’ strategy in implementing sexual education	Developing a sexual education theme “ <i>Aku dan Tubuhku</i> ”
	Developing a sexual education theme “ <i>Diriku Sendiri</i> ”
	The strategy of sexual education implementation through habituation and holistic integrativity
	Sexual education implementation with centered learning in one class.

Based on the research findings, it can be concluded that 1) the two schools have different sexual education systems, although both adopted the same sexual education program, “You and Me,” from WPF Rutgers Netherlands and Central Java PKBI. The first school developed the “*Aku dan Tubuhku*” (I and My body) theme, while the second school developed the “*Diriku Sendiri*” (Myself) theme. Both schools also applied different sexual learning strategies. The first school implemented sexual learning strategies through habituation and holistic integration, but the second school applied centered learning in one class.

Table 2. Teachers’ roles in providing sexual education materials

Theme	Sub-Theme
Teachers’ roles in sexual education implementation	Teachers as role models to obtain sexual education
	Teachers compile sexual education programs
	Teachers as facilitators and supervisors for children
	Teachers must prepare themselves before providing sexual education through various pieces of training

Teachers play many roles in providing sexual education. First, as stated by principal IM, a teacher is a source for children to learn sexual education and attitudes. Therefore, teachers should pay attention to the example they set, for instance, by wearing proper clothes. Therefore, in the future, children are expected to model their teachers. In line with principal IM, principal IT explained that teachers depicted sexual education through exemplary attitudes.

Second, IM stated that teachers must compile sexual education programs. Although teachers understand sexual education, they know that compiling sexual education programs is difficult. The sexual education program must be created with transparent steps and should occur in cooperation with other parties.

Teachers, as facilitators and supervisors, should support the implementation of sexual education. They should accompany and supervise children during the toilet training process. They also separate children based on sex and keep them from peeking at each other while learning how to dress and changing clothes. In this study, the schools also control children's pick-up. The teacher checked the identity of the person who picked up the children to protect them from strangers who may harm them.

Teacher NK taught that the school should enhance

teachers' understanding. Teachers are expected to have the same knowledge, service, and attitude qualifications to educate children. In her school, NK stated that teachers were required to participate in the "You and Me" training program from WPF Rutgers Netherland and Central Java PKBI. Cooperating with Central Java PKBI, the school taught teachers how to introduce sexual education to children. In addition, her school also provided sexual education for intern teachers.

The other schools, on the contrary, only had particular teachers who understood and could implement sexual education. These teachers are responsible for conveying sexual education in class. Meanwhile, other teachers cannot teach sexual education material to children.

Muslims have a way to convey sexual education to their children. The first theme covers parts of the body that cannot be seen (*aurat*). A participant, MA, stated the *aurat* boundaries between boys and girls.

"For Muslim men, the *aurat* starts from the navel to the knee, and these parts cannot be seen by their mothers. Other parts of the body can be seen. Muslim women should cover all their body parts except their face and palms. They can wear shirts at home" (MA, W.ASJ.01, 13.08.2022).

The researchers conclude that covering *aurat* for Muslims is necessary. For example, boys should cover their *aurat* from the navel to the knee, while girls should cover all their body parts except their face and palms. On the other hand, the researchers stated that Muslim families introduce the *aurat* concept to their children at the age of 7 by habituating it from an early age.

Table 3. Teachers' methods in sexual education implementation

Theme	Sub-Theme
Teachers' methods in sexual education implementation	Teachers answer children's questions. Teachers provide stimulation to children. Teachers use imitation images to teach genitalia Teachers determine children's knowledge of sexuality. Teachers deliver sexual education in a real setting/outside class.

Kindergarten teachers have many methods of conveying sexual education materials to children. First, teachers will respond and answer children's questions. Principal RM stated that kindergarten teachers must answer children's questions. Teachers will convince children not to be embarrassed and give positive responses to sexual education material.

Second, the teacher provides a simulation to convey sexual education materials. RM stated that the teacher played the role of a stranger who offered candies to the children. This simulation was provided in the Nature Center class. Teacher IN said that teachers also experimented with using children's bodies to teach them about body protection. They engaged children to

feel and visualize something harmful touching their skin.

"In my class, I usually made an experiment (for children). O yes with children's body, with their skin" (IN, W.TBC.04, 30.03.2020).

Third, the teacher did not provide graphic sexual education content to the children. Teacher DN stated that teachers are prohibited from showing real images of genitalia to children. The teacher educates children through an animated object of genitalia imitation image. Similar to DN, principal IM explained that teachers could not deliver sexual education information graphically. Therefore, teachers should provide exciting learning mediums to enhance children's skills and knowledge of sexual education.

Fourth, teachers should know the genitalia nicknames children use to mention genital organs. Generally, teachers introduce the correct names of the genital organ from gender dolls.

"Last, we observe children on how they mention genitalia names. We tried to dig all the information from children first" (DN, W.LSU.02, 28.05.2020).

Fourth, the teacher conveyed sexual education learning outside the class. The principal IM added "You and Me" program must be held outside the class, for example, by taking children to the market, so that they can observe how people would act in an authentic setting. Children will learn to identify good and bad people and recognize who might be able to help them in an emergency.

"I told Ms. WJ to invite the children to the market and told children to find the people who have good acts, then, find people who are wicked. I mean, not wicked but have a bad act" (IM, W.LSU.03, 28.05.2020).

Obtaining sexual education outside the class reminds children that not all people are good. IM added that the "You and Me" program could not be implemented in school because people in the class are good people. Hence, the teacher held a program outside the class to introduce children that there are bad people. While conducting outside-class learning, teachers engage children in interactive communication to determine how far they understand sexual education materials.

Two participant-teachers who taught in an Islamic kindergarten school (Muhammadiyah) stated that they started to introduce *aurat* materials by explaining parts of the body that should be covered, such as introducing *penis* as the names of genitalia for men.

"We taught children based on gender, for example, boys and girls have their own characteristics. Girls have long hair and should wear their clothes like this and cover this (*aurat*)" (HA and SL, W.ASM.01 and W.ASM.02, 02.06.2022).

Table 4. Teacher attitudes in providing sexual education materials

Theme	Sub-Theme
Teachers' attitudes in providing sexual education materials	Slowly, teachers attempt to provide sexual education even though it remains taboo.

Teachers must be responsive to aggressive children in providing education.
The schools cooperate and communicate with teachers in providing sexual education.

RM stated that the school provided sexual education, although it is considered taboo. The school builds positive, disciplined, and comprehensive learning by conveying sex education to children. Teachers always give positive advice and slowly remind children to take care of their bodies. The teachers' delivery impacts communication patterns between teachers and children.

In addition, school-based sexual education requires broad teacher participation, where teachers are quick and responsive as children's problems emerge. RM stated that all teachers work as a team in implementing sexual education. Teachers will learn, collaborate, and seek solutions to problems while implementing sexual education with their colleagues. Usually, teachers share their experiences and strategies during break time or at lunchtime and communicate with colleagues about their class activities, students, difficulties, and solutions to problems experienced. Teacher LI mentioned that teachers would explain more to children who did not understand sexual education and seek a proper solution.

"There is cooperation between teachers in this school. We hope that if there is a child who likes that (did not understand), we can be responsive and will not let the children go (with their understanding), even though we have a class about this" (RM, W.TBC.02, 30.03.2020).

5. Discussion

School-based sexual education should be adjusted to the child age and development (Sexuality Information and Education Council of the United States, 2004; Balter et al., 2016). Competent teachers must have a routine evaluation and provide sexual education materials in class (Kenny et al., 2015; Rocha et al., 2016). Implementing social learning from Bandura et al. (1963), placing teachers as role models will develop children's observation skills. Providing training to all teachers will influence CSE implementation. In line with previous studies, training increases teachers' knowledge, confidence, and skills in early childhood sexual education.

Warman et al. (2021) stated that teachers as sexual education practitioners face various problems in learning curricula. One of them is the difficulty of determining learning mediums and methods. This study found that teachers received less training, and their competence to provide sexual education was unevenly distributed. Similar to Erhamwilda et al. (2017) and Oktavianingsih and Ayriza (2018), this study found that teachers have less knowledge in providing and understanding sexual education. Sexual education should be added to the school curriculum to allow children to learn about their development through daily

activities such as toilet training, self-touching, and playing activities (Talib et al., 2012).

Kahveci and Serin (2017) found that sexual education programs for teachers were inadequate, and teachers should learn more about child sexual violence. However, teachers increased their knowledge about child sexual violence after implementing sexual education in schools (Kahveci & Serin, 2017). This finding broadly supports the work of other studies in this area, linking that kindergarten teachers do not have the skills to convey sexual violence prevention in early childhood. Kindergarten teachers do not have basic knowledge about child sexual violence prevention, self-protection skills such as recognizing, preventing, and disclosing the child sexual violence case, and information related to the prevention of sexual violence that will be committed or experienced by children (Güder & Alabay, 2018; Zhang et al., 2015). Teachers who cannot protect children cannot adequately address the topic of child sexual violence.

Referring to Santrock (2016), the principle of early childhood education uses developmentally appropriate practice (DAP) to provide education adjusted to child development stages. The implementation of DAP emphasizes that teachers build a community that cares for, stimulates, supports, and satisfies children's needs. A teacher plays a role in educating and supervising children by providing sexual education adjusted to a child's development. Teacher delivery can impact communication patterns and create a comfortable space between teachers and children, so there will be no shame, taboo, or pressure while discussing sexuality or personal issues in the classroom (Gürşimşek, 2010). In line with the results of the study, a comfortable environment is necessary to convey sexual education to children. Teachers should reassure children who are embarrassed or respond poorly to sexual learning.

The study showed that a Muslim teacher clinging to the Prophet Hadith *Al haya minal iman* means that modesty is a part of Iman (faith). Therefore, parents and teachers implemented the Hadith by providing understanding to children that showing their genitalia is an act of people who has no shame. Modesty or shyness (*Al-haya*) is a characteristic of people, the tendency of feeling worried if they do a bad or forbidden thing (Amirudin & Nirmala, 2018). Children are expected to be able to prevent themselves from performing prohibited actions because of the feelings they experience. If children have a feeling of shame, they will not do something that does not match them. Shyness can be a form of feeling to prevent violence.

Sexual education for children should relate to their environment. Children will understand sexual education content easily if it relates to their life. It gives teachers a chance to have more extended communication and build trusting relationships with children (Allen et al., 2019). The teacher's method of finding children's knowledge is called zone of proximal development (ZPD). ZPD is knowledge that children obtain by

themselves without adult assistance through their peers, observations, or environment (Santrock, 2016).

Teachers should be responsive and establish a disciplined classroom environment. Teachers must be professional and competent in their roles as children's mentors. Therefore, teachers should possess high self-efficacy to participate in every learning process because they are role models and are responsible for creating a comfortable learning environment to enhance children's motivation (Myshbayeva et al., 2022). A comfortable and nonjudgmental environment is needed for sexual education learning (Myshbayeva et al., 2022) so that children can mention the correct names of genitalia without feeling judged or shamed.

Teachers could not provide graphic sexual education materials to kindergarten students. Therefore, the teacher should apply enjoyable learning to convey knowledge and skills in sexual education. Children can easily comprehend self-protection skills through pictures or dolls (Karadag et al., 2015; Zhang et al., 2013). Therefore, some kindergartens provide sexual education through extracurricular activities and other learning methods such as watching movies, visiting parks, and workshops (Wu & Zeng, 2020). Watching cartoon content helped parents and teachers reduce child aggressive behavior (Zhang et al., 2020). Cartoon movie medium with no violent scenes could be a way to prevent children from aggressive behavior (Gentile et al., 2014).

The study found that teachers collaborate and build communication with their colleagues to convey sexual education. Teachers also discuss children's problems with their colleagues to provide a proper solution. Similar to Johnson et al. (2014), this study found that teachers regularly discuss learning strategies to implement sexual education and share information about children. In addition, a teacher participant said that other teachers learned sexual education with a teacher who studied sexual education practice.

Parents have the right to care for and protect their children by providing sexual education, health, and security (Borja et al., 2019; Park et al., 2021). Wu and Zeng (2020) mentioned that teachers should involve parents in discussing sexual education materials. Parents and teachers have the same self-protection materials, whereby parents teach children to refuse gifts from strangers, ask for help when someone touches them inappropriately, and ask parents' permission before going out with someone else or strangers. Self-protection material and knowledge of body parts that can or cannot be touched should be delivered and implemented during child sexual education lessons (Guo et al., 2019; Park et al., 2021; Rakhmawati et al., 2020). Schools should also involve other parties, such as doctors, nurses, social workers, and the government, to implement and convey sexual education to children (Bolin et al., 2018).

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makes teachers comprehend and notice children's habituation at school. It also provides an overview for teachers about the importance of early sexual education based on children's development, especially cognitive and sexual development. Teachers are worried about child sexual violence in which the perpetrator is usually someone close to a child's family. Implementing sexual education can be a way to prevent child sexual violence. Schools should implement habituation as a strategy for sexual education and adjust education to children's developmental stages. Moreover, schools should provide training programs in sexual education for their teachers. The training programs improve teachers' skills and knowledge to implement sexual education in schools.

6. Conclusion

Implementing sexual education can be a way to prevent child sexual violence. Through the study, teachers' practice in delivering early childhood sexual education is presented in more detail and not limited only to Islamic-based education. This study enriches the implementation strategies to implement sexual education in the school environment by focusing not only on classroom learning. Teachers comprehend and notice children's habituation at school. It also provides an overview for teachers about the importance of early sexual education based on children's development, primarily cognitive and sexual development. This study contributes to the findings of teachers' attitudes and roles in sexual education that are rarely examined by other researchers. Various studies that have been conducted tend to focus on learning materials and medium to deliver sexual education rather than the roles and attitudes that should be possessed by teachers while teaching sexual education in kindergarten (Zhang et al., 2015; Karadag et al., 2015). Teachers' attitudes become an important key for early childhood to learn sexual education, so they do not feel hesitant and taboo while discussing sexuality, supported by habituation strategies in children's daily lives. This study recommends that teachers develop their roles and attitudes in implementing early childhood sexual education to build a comfortable learning environment for children.

An essential implication for kindergarten teachers is the implementation of sexual education adjusted to children's needs on their developmental age of developmentally appropriate practice (DAP). Schools should also implement habituation as a strategy for sexual education learning and adjust education to children's developmental stages. Moreover, schools should provide training programs in sexual education for their teachers. The training programs aim to improve teachers' skills and knowledge to implement sexual education in schools.

7. Limitations and Further Study

This study aims to discover kindergarten teachers'

perspectives on the importance of early childhood sexual education based on cognitive and sexual development. The study sought to answer the question of teachers' implementation of early childhood sexual education in kindergarten. However, the limitation of the study is the small number of participants. Therefore, further research should consider a different and broader context.

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Authors' Contributions

Ellya Rakhmawati: conceptualization, data curation, formal analysis, funding acquisition, investigation, methodology, validation, visualization, writing - original draft, writing - review and editing.

Noor Rochman Hadjam: conceptualization, data curation, formal analysis, resources, validation, visualization, writing - original draft, writing - review and editing.

Akif Khilmiyah: conceptualization, data curation, formal analysis, investigation, methodology, project administration, visualization, writing - review and editing.

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