

TEACHER STRATEGY IN INTRODUCING SEX EDUCATION CHILDHOOD AT INSAN MULIA IT KINDERGARTEN, SEMARANG CITY

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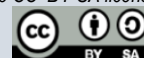
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ABSTRACT

Sexual education has become an important issue amidst awareness of the protection of children from sexual violence and harassment. In the city of Semarang, the introduction of sexual education to early childhood still faces challenges in implementing it in line with the religious and cultural values of society. Many PAUD educators still experience doubts in conveying the topic of sexual education, because it is considered a sensitive topic and is feared to be in conflict with religious norms. The condition means that sexual education for young children is often not implemented systematically. In fact, introducing sexual education to early childhood is an important step in forming children's basic understanding of body parts, private areas, and how to protect themselves. The purpose of this study was to analyze the strategies used by teachers at Insan Mulia IT Kindergarten regarding introducing sexual education to early childhood. This study used a descriptive qualitative approach and analysis collected through observation, interview with Insan Mulia IT Kindergarten teachers, and documentation. The result showed that the teachers' strategies provide a basic understanding of sexuality at Insan Mulia IT Kindergarten, including the use of teacher strategies such as movement and song, stories, and collaboration. Based on the research results, children were able to understand the sexuality education provided by teachers through an approach tailored to their developmental stage and prevailing religious values. This strategy has proven effective in improving early childhood understanding of body parts, touch boundaries, self-protection, and awareness of the importance of maintaining personal privacy. This study concludes that sexuality education for early childhood needs to be delivered contextually, communicatively, and based on religious values to create a safe and positive learning environment. Therefore, early childhood educators are advised to use child-friendly learning media, involve parents in the educational process, and integrate moral and religious values into daily learning activities. Furthermore, educators need to provide simple and consistent explanations to help children understand how to protect themselves and respect personal bodily boundaries.

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INTRODUCTION

The urgency of sexuality education for early childhood lies in the importance of developing a proper understanding of sexuality from an early age. This aims to prevent children from developing misconceptions and negative thoughts about sexuality, as well as providing a sound foundation of knowledge before they explore their own sexuality in the future (Azzahra, 2020). Early sexuality education also plays a role in shaping individuals' understanding of their bodies and the opposite sex, their ability to protect themselves, and their understanding of healthy boundaries in their social lives (Alucyana, A., Raihana, R., & Utami, 2020).

According to (Siregar, S., & Dalimunthe, 2022), sexual education is an effort to teach and guide educators to early childhood regarding various sexual issues as a whole. This definition includes not only biological aspects, but also moral, ethical, legal, cultural, and social behavior dimensions (Qalbi et al., 2022). Through sexual education from an early age children can be equipped with values, attitudes, and life skills that help them understand their bodies, make informed decisions, understand sexual life in a healthy and responsible manner, and protect themselves from various risk of sexual violence and harassment (Anam, H., Yusuf, M. A., & Saada, 2022).

Instilling moral values in children is expected to foster awareness and sensitivity toward prosocial behavior, which needs to be optimally developed. One form of moral education can be achieved through musical activities, such as movement activities and the song "No Touch Allowed" (Dhaifi, I., & Putri, 2023). Research in the (Suryani, 2025) ethical aspects of sexual education aims to instill a sense of responsibility, respect for privacy, and an awareness of boundaries in social relationship.

Normatively, the implementation of sexual education has obtained a regulatory basic through Law Number 35 of 2014 concerning Child Protection and Regulation of the Minister of Education and Culture Number 82 of 2015. This shows an effort to protect children from sexual violence and is in line with the applicable legal protection principles (Munawar, 2025). Culturally based sexual education is a form of psychosocial intervention that aims to respect difference and prevent inequality regarding social and cultural aspects of sexuality (Tampubolon, G. N., Kale, S., & Margiani, 2025).

Sexuality education plays a crucial role in shaping cultural values and religious beliefs in every individual. (Azzahra, 2020) states that introducing sexuality education to early childhood aims to help children understand their identity and maintain their boundaries from various sexual issues that can be harmful to them. Early sexuality education also provides children with an understanding of their bodies, the differences between men and women, and awareness of how protect themselves from sexual violence. At the preschool level, sexuality education focuses more on providing information based on student interaction and conveying knowledge based on interactions between students and teacher (Mansor, N. A., & Nawati, 2022). This also includes recognizing their body parts and the ability to name body characteristics (Nizar, A., & Eliza, 2021).

Despite its high urgency, the implementation of sex education in Indonesia still faces significant challenges. Sex education is considered taboo among the public, especially parents, as it is perceived as inappropriate for young children (Mulyana, R. A., & Fatimah, 2022). Furthermore, few parents and teachers recognize the importance of early childhood sex education, resulting in scarcity and limited access to information. These concerns often arise from the perception that sex education is solely about genitals of intimate behavior, when in fact, its focus is in self-protection and identity (Masitoh & Hidayat, 2020). Many parents consider sex education vulgar and inappropriate for children, as it is perceived as teaching about marital relations (Hasiana, 2020).

As a result, belief in the importance of early childhood sexuality remains rare, and many parents and teachers avoid teaching the topic (Siregar, S., & Dalimunthe, 2022). The knowledge gap between parents and teachers in providing early sexuality education to children arises from a lack of adequate information and training on how to become a sexuality educator (Soesilo, 2021) this lack of sexuality education in early childhood leaves them

vulnerable to violence and sexual deviation. Yet, instilling sexuality education from an early age will facilitate children's development of their potential and foster healthy personalities with positive self-acceptance (Indriasari, T. T., Mardiah, S. S., & Nurvita, 2020).

Sexuality education is not explicitly and explicitly outlined in the Early Childhood Education curriculum or as a separate competency for children to develop as a tool to protect themselves from sexual violence (Adikusuma & Maharani, 2023). While sexuality education can be found in the curriculum, explicit and comprehensive sexuality education is rarely found in the early childhood education curriculum or as a separate comprehensive curriculum.

Event at the teacher education level, there are no classes directly available to improve teachers' competency in providing understanding of early childhood sexuality education. To improve knowledge and change attitudes of kindergarten teachers, a special training program is needed that covers the theory and practice of providing sexuality education, supplemented by teaching aids (Afifah et al., 2023). However, according to (Hawini, D. A., & Sarmauli, 2024), based on the large number of data on sexual harassment of 95,588 children by the Indonesia Child Protection Commission (KPAI), it is clear that sexual violence remains a widespread problem, and it is appropriate for school to recognize the need for sexuality education for early childhood (Nindiya, D. C., Farantika, D., & Prawinda, 2024).

Sexuality education is an age and culturally appropriate approach, teaching about sexuality by providing accurate and realistic information. The introduction or organization of information for early childhood should be understandable to young children (Pramudyani, A. V. R., Ningsih, T. N., & Maharani, 2024). This should be done based on what young children need to know or understand about the importance of sexuality education (Lehtonen et al., 2024). Sexuality education strategies for early childhood include introducing body parts and their functions, teaching children how to clean intimate areas, and understanding body parts that should not be seen or touched by others (Setyowahyudi, R., & Leda, 2023).

The importance of instilling sexual education in children from an early age is to fortify children to understand that they are valuable and realize that their bodies must be taken care of, know who can and cannot touch them, and understand the limits of personal body parts. Sexual education in early childhood is an important aspect because it provides basic knowledge for children to protect themselves from various forms of violence sexual crimes (Huriyah et al., 2024). However, in the community, there is still an assumption that sexual education is synonymous with discussions about genitals of intimate relationship, so that is causes concern for some parents. Therefore, the right strategy is needed according to the stage of child development, contextual, and acceptable to the social environment in which the child grows up (Dimas Rasyidin et al., 2024),

Sexual education strategies are not enough to only introduce the body and the limits of touch, but also need to be integrated with religious values that are close to the life of children. One of the strategies implemented by teachers at Insan Mulia IT Kindergarten is that teachers not only help children recognize their biological identity as "Male" or "Female", but also strengthen the understanding of this identity through the concept of "Muslim" and "Muslimah". This approach is the key to the sexual education strategy in Insan Mulia IT Kindergarten because it is adjusted to the characteristic of Islamic educational institutions and the social environment of children. Through "Muslim" and "Muslimah" identities, children are introduced to the concept of maintaining their bodies as part of religious teaching, including understanding the limits of "aurat", shame, and respect for themselves and others (Salamah, N., Zafi, A. A., & Wathani, 2021).

Teachers introduce the concept of "Muslim" and "Muslimah" through simple, easily understood language such as "I am a man" or "I am a woman", which is then associated with Islamic identity, namely "I am Muslim" and "I am Muslimah". The recognition of Islamic identity is then strengthened through the concept of "aurat" as a body boundary that needs to be maintained (Utama et al., 2022). The teacher explained that there are certain parts of the body that must be guarded and should not be touched by just anyone. In girls (*Muslimah*), for example, teachers begin to introduce the limits of the "aurat" gradually according to the child's developmental age. This

strategy is considered important because religious values function as a moral foundation that is closer to children's daily lives, so that the concept of sexual education is not understood as something taboo, but as part of the effort to protect oneself that religion teaches. The cultivation of religious values from an early age also plays a role as a foundation for the formation of children's character and self-contradiction in maintaining the honor of their bodies. Research (Dini, 2022) show that the internalization of Islamic religious values in early childhood is effectively carried out through habituation, example, and strengthening religious identity in daily activities.

Although previous research has extensively discussed general strategies such as the use of gesture and songs to introduce sexual education in early childhood (Ramadhanti, R. A. J., & Fatah, 2024), there is still a gap in research on the implementation of these strategies in the context of specific Islamic education. The research which explore how Islamic values are integrated into the implementation of Islamic values in early childhood education, aims to fill this gap by exploring how Islamic values are incorporated into the teaching of sexuality education. This study focuses on how the introduction of "Muslim" "Muslimah" identities and the concept of "aurat" are implemented in the daily strategies of teachers at Insan Mulia IT Kindergarten. Focusing on these religious value is crucial, as selecting the right strategy not only aid children's understanding but also ensure that the information received aligns with the norms of their environment. This way, children gain an accurate understanding of sexuality education without conflicting with the values developing in their environment.

METHOD

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because it was able to help researchers to focus on understanding in depth the teacher's strategy in introducing sexual education in early childhood. According to (Waruwu, 2024), the qualitative approach of descriptive analysis is often used when researchers conduct in-depth interviews and infer data from various sources to obtain a comprehensive perspective on the phenomenon or event being studied. In the process qualitative research involves the stages of data reduction, data presentation, and conclusion drawn. Data collection in qualitative research is generally carried out through in-depth interviews, observations, and literature studies. Meanwhile, (Safrudin et al., 2023), defines qualitative research as a type of research whose results cannot be obtained through statistical procedures. Because qualitative research focuses on research subjects or sources who provide information directly.

The collected data was then analyzed using interactive analysis techniques to provide descriptions and explanations of teachers' strategies in introducing sexual education to early childhood. This analysis process included 1) data reduction to select relevant information, 2) descriptive presentation of the data for ease of understanding, and 3) drawing conclusions to provide a defines qualitative research as a type of research whose results cannot be obtained through statistical procedures. Because qualitative research focuses on research subjects or sources who provide information directly. Comprehensive picture of the effectiveness of the strategies used in the field. Through these stages, researchers were able to ensure that the analysis results addressed the challenges related to teachers' strategies in equipping children with appropriate self-protection understanding.

The research was conducted directly at the Insan Mulia IT Kindergarten using a qualitative descriptive research method. According to (Syahrizal, H., & Jailani, 2023), qualitative research is research that produces descriptive data in the form of written and spoken words from the subject being studied, and supported by field findings to strengthen the results of the research report. The subjects of this study consisted of 2-4 teachers in the IT Insan Mulia Kindergarten who were selected using purposive sampling techniques. The criteria for selecting informants include: 1) teachers who actively teach early childhood at Insan Mulia IT Kindergarten, 2) have at least 1 year of teaching experience, 3) are directly involved in learning the introduction of sexual education in early childhood, 4) are willing to be research resource persons.

The research instrument uses observation, semi-structured interviews with teachers, and documentation. Data collection was carried out in stages over a period of approximately one month, starting with pre-research activities and initial observation of the school environment and learning process. Followed by intensive data collection through interviews with teachers which were carried out gradually during the research process. The process is carried out so that the data obtained is more comprehensive and able to describe teachers' strategies in introducing sexual education in early childhood in a more objective manner.

The interview instrument consisted of three main question that served as the cornerstones in the research data collection. These three questions cover the following aspects: 1) the importance of introducing sexual education to early childhood, 2) teacher strategies in introducing sexual education to early childhood, and 3) parental responses and collaboration between the school and psychologist or related experts. The questionnaire instrument is as follows:

Table 1. Instrument Question

No	Aspect	Indicator Question	Theoretical or Source Foundations
1	Importance of introducing sex education to early childhood.	What are teachers' views on the urgency of sex education for early childhood and the purpose of introducing it?	Early sexual education is important to help children understand their bodies, take care of themselves, and prevent sexual violence in early childhood (Huriah et al., 2024).
2	Teacher strategies in introducing sex education to early childhood.	What strategies, method, and approaches do teachers use to introduce sex education, and what challenges do they face in implementing it?	Teachers' strategies in early childhood sexual education can be carried out through habituation, learning media, stories, educational games, and communication according to the stage of child development (Maulia et al., 2022)
3	Parental responses and school collaboration with psychologists.	What are parents' responses to sex education programs and the forms of collaboration between schools and psychologists or related experts?	The success of early childhood sexual education is influenced by the collaboration of schools, families, and professionals such as psychologists to build a consistent understanding of children (Wahyuningsih, R., Putri, H. A., Haq, B. A., & Diana, 2025)

RESULT AND DISCUSSION

Result

This study explores sexuality education in early childhood and examines teachers' strategies in introducing sexuality education to early childhood. Based on data collected through interview with teacher at Insan Mulia IT Kindergarten, several key themes emerged, highlighting teachers' roles and strategies related to sexuality education in early childhood. This study reveals the strategies teachers use in introducing sexuality education to early childhood according to their developmental aspects. These findings highlight the implementation of strategies teachers use, focusing on understanding children's self-identity as a starting point for introducing sexuality education to early childhood.

Discussion

The Importance of Introducing Sex Education to Early Childhood

Based on interviews with AS teachers at Insan Mulia IT Kindergarten, findings emerged that sex education is considered important and needs to be introduced to children at an early age. According to AS teachers, sex education is not only relevant for adults, but also for children, especially since they are in their golden age. During this phase, children have a strong sense of curiosity and a tendency to explore their surroundings.

“It’s actually important for children to learn about sex from an early age, because nowadays, there are so many cases of sexual harassment not only affecting adults but also children.”

According to AS teachers, introducing sex education at an early age aims to help children understand boundaries in interactions, especially with the opposite sex. Children need to know which parts of their bodies are and are not allowed to be touched by others, including their peers. This understanding is considered a preventative measure to protect children from the risk of sexual violence.

“I think sex education is important. It’s not just adults who need to learn about it from an early age. Children are still in their golden age, where they explore things that pique their curiosity and heighten their curiosity. Furthermore, it’s important for children to learn about sex from an early age so that when they play with the opposite sex, they will know the boundaries of what is acceptable and unacceptable for others, including their friends. However, as we know, this topic is still very taboo and a sensitive one here. However, as teachers, we try our best to teach this to children through simple activities that are easy for them to remember.”

Furthermore, the AS teacher revealed that the topic of sexual education is still considered taboo and sensitive by some members of society, especially parents. Many believe that sexual education is only appropriate for adults. However, schools strive to introduce the concept through simple activities and developmentally appropriate delivery, making it easy to understand and remember. These findings indicate that sexual education in early childhood plays a crucial role in building self-awareness, supporting self-protection, establishing a healthy understanding of body boundaries and social interactions, and serving as a preventative measure against the risk of sexual violence.

Teachers’ Strategies for Introducing Sex Education to Early Childhood

Based on interviews, findings highlight that the introduction of sex education to early childhood is carried out through a simple, contextual approach, and appropriate to the child’s developmental stage. Teachers do not deliver the material directly using complex terms, but rather integrate it into daily learning activities.

Teachers introduce sex education through routine activities, such as introducing body parts and explaining which parts are private and should not be touched by others. Teacher at Insan Mulia IT Kindergarten revealed that the use of songs such as *“Kujaga Dirku”* (I protect Myself) is a primary instrument in introducing the concept of private areas to children. The most dominant strategy is the use of songs to introduce body parts, gender differences, and boundaries of what is and is not acceptable to touch. This strategy demonstrates that a fun and repetitive approach is highly effective in instilling self-protection without making children feel afraid or stressed. In an interview with a researched, a AS teacher stated.

“If we only explain it verbally, children will quickly get bored and lack understanding about which parts should and should not be touched. But if we use a song and practice the movements, they’ll remember it and enjoy it. They’ll know that the undergarments shouldn’t be touched by others!”

The teacher emphasized the importance of introducing the concept of personal boundaries. Children are taught say “no” when they feel uncomfortable and to report an inappropriate behavior to a teacher or parent.

The strategies used are tailored to the children’s age and level of understanding. The teacher delivers the material gradually and without exaggeration, this maintaining values of politeness and prevailing societal norms. This demonstrates that the teacher’s strategy for introducing sexuality education to early childhood is integrated into the learning process, using fun, communicative, and developmentally appropriate methods, with the goal of building self-awareness and the child’s ability to care for and protect themselves.

Parental Response and Collaboration between School and Psychologists

According to interviews with teachers at Insan Mulia IT Kindergarten, the school has collaborated with psychologists in the form of parenting seminars. This collaboration aims to provide an understanding of child development stages and provide age-appropriate sexual education. One informant, teacher AS, stated:

“Our school once invited a psychologist to a parenting seminar for parents. Although the seminar focused on child development and aimed to help parents understand it, the psychologist also explained how to introduce body parts and introduce important sexual education for young children, ensuring that the information received is accurate and in accordance with Islamic law.”

“We also invited a religious expert to introduce sexual education according to Islamic law, so parents not only understand general sexual information but also its perspective on Islamic law.”

This collaboration between school is still incidental and has not been regularly and consistently. However, material obtained from psychologists and religious experts helps teachers understand the appropriate communication approach for young children, particularly in addressing children’s curiosity about the body and gender differences. In the context of Islamic in a vulgar manner, but rather through the concepts of etiquette, maintaining modesty, and cultivating a sense of shame as part of moral development.

Although sexuality is a sensitive and taboo topic, the majority of parents responded positively after receiving information from the school. Parents realized that sexuality education for early childhood emphasizes self-protection and character building. As stated by a AS teacher:

“Initially, parents opposed it and considered it inappropriate for children to learn about sexuality, especially in our environment, where then term “sexual” is still taboo and unfamiliar. They believed that teaching children about sexuality was vulgar because the children were not yet adults. However, after the school held a parenting seminar with a psychologist and discussed sexuality with children, the parents’ response became positive.”

Some parents felt helped in answering their children’s question at home regarding body parts, the differences between men and women, and the boundaries of “aurat” (intimate genitals). However, a small number of parents initially expressed hesitation because they considered sex education taboo. This suggest that negative perceptions stem from misunderstanding about the meaning of sex education, not a rejection of the material’s substance.

Although responses tended to be positive, teachers revealed challenges in maintaining the continuity of education at home. Some parents left the education entirely to the school. As stated by teacher AS:

“But again, yes, Miss. The school has provided the best and taught the children well, but if they don’t do the same at home and the parents only do the school’s work, it feels pointless. Because children spend a lot of time at home, the challenge for teachers is to synchronize so that children get the same education at home as they do at school.”

This situation shows that the synergy between schools and families still needs to be strengthened so that teachers’ strategies in introducing sex education to children can be implemented optimally.

The findings of the study show that the movement strategy and song “Kujaga Diriku” are the main approaches used by teachers at Insan Mulia IT Kindergarten in introducing sexual education in early childhood. This finding is in line with previous research (Setyowahyudi, R., & Leda, 2023) which explains that the singing method is an effective medium in introducing sexual education to children, because it is able to create a pleasant learning atmosphere and increase children’s motivation to learn. However, this study found a deeper dimension, namely the use of songs not only functions as an entertainment medium, but also as a means of verbal, visual, and kinesthetic element. Children not only hear the message conveyed by the teacher, but also move the body, imitate movement and self-protection more easily understood. Another strategy according (Masitoh & Hidayat, 2020) is to introduce body parts to children using the right terms so that children do not cause confusion, such as introducing reproductive organs or genitals in men and women.

The chatter method is also of the teacher's strategies in introducing sexual education to children by giving lectures that can increase learning activities and be accompanied by discussion activities. Previous research finding show that the lecture method is the most economical method in conveying information and effective in overcoming the weaknesses of the literature. This method is also within range of early childhood understanding so it considered relevant to introduce sexual education to them through the lecture method (Magta & Ni Putu, 2022). However, the findings of this study show that the effectiveness of the lecture method in early childhood sexual education has limitations when used as the main strategy. Early childhood tends not to be able to understand abstract concepts through verbal explanations alone. Therefore, although the lecture method is relevant in providing basic information, this approach is not optimal if it is not supported by concrete, interesting, and appropriate learning media in accordance with the characteristics of child development. These various strategies and in accordance with the child's level of understanding in introducing sexual education. Because teachers as facilitators play an important role in the learning process, including in introducing in providing sexual education to children (Ismiulya et al., 2022).

The used of storytelling strategies to instill early childhood sexual education will also be able to attract children's attention and increase their involvement in the material presented by the teacher. Children will feel enthusiastic and understand the material more easily, because teachers integrate it into daily activities at school (Irianti et al., 2023). The show the learning strategies that involve fun activities and hands-on experience tend to be more effective than one-way approaches such as lectures. Collaboration between teachers, parents, and experts is also an important strategy in the introduction of sexual education to children. Especially between teachers and parents. Open communication between two parties ensure support for the information provided to children so that the child's growth and development can be monitored together (Pratiwi et al., 2024). Open and harmonious communication between teachers, parents, and children can occur through routine parenting programs at school. Through parenting activities involving experts, parent become more comfortable and open in providing assistance related to sexual education to children (Djunaidi et al., 2025).

The purpose of introducing sexual education through these various strategies is to strengthen children's morals from an early age so that they are able to face sexual problems and avoid promiscuity during adolescence (Mutiara, 2023). By introducing sexual education from an early age, it will have a positive impact on children in providing guidance related to the function and health of the squalid organs. Children will also understand their role in society, be able to protect themselves from sexual violence, and build healthy relationship related to sexuality when children grow up (Ifadah, 2021). Therefore, the introduction of sexual education from an early age ais to help children face dangerous situations, understand inappropriate touching, and learn to reject interactions with suspicious strangers.

Movement and song strategies were applied by teachers at Insan Mulia IT Kindergarten in introducing sexual education in early childhood through the song "Kujaga Diriku". The implementation of this strategy is carried out by singing and dancing followed by hand movements. According to (Saguni, F., & Ramlah, 2025) the song "*Kujaga Diriku, Sentuhan Boleh Sentuhan Tidak Boleh*" teaches children the importance of taking care of their own body to avoid bad things. This song also teaches the limits of the touch that others can and cannot do to the child's body. In addition, the song provides education on how to behave when experiencing uncomfortable situations and teaches children to dare to say no to others who want to touch their personal body parts. In this song, the teacher also introduces the limits of *aurat* to boys and gilrs.

These findings are in line with research (Setyowahyudi, R., & Leda, 2023) which states that singing is able to create a pleasant learning atmosphere thereby increasing children's motivation to learn. However, this study shows a more striking finding, namely that the use of song not only functions as an entertainment medium, but also as a means of internalizing the value of self-protection in children. Children not only listen to information from the techer, but also make body movements, repeat lyrics, and imitate the messages contained in the song. This condition makes the child understand the limits of the body and touch better than just receiving verbal explanations.

According to (Idha Isnaningrum & Novi Marliani, 2024) from the movement of the song, the message delivery of information conveyed by the teacher about the importance of sexual education will be easy for children to understand. Because, the main purpose in using songs in introducing sex education is not the mastery of the song, but the song as a medium in learning sexual education to children. The findings of this study strengthen this view because the song "*Kujaga Diriku*" has been proven to be more effective than the lecture method in the context of early childhood. Although (Magta & Ni Putu, 2022) states that the lecture method is within the range of early childhood understanding, this study shows that lectures tend to make children passive recipients of information, while song strategies involve the active participation of children through elements of sound, movement, repetition, and emotional expression. At an early age, children find it easier to understand concrete, experiential learning than abstract concepts that are conveyed verbally. Therefore, songs are a more suitable medium because they are able to translate abstract concepts of body privacy, safe touch, and self-protection into a simple and fun forms of learning.

In addition, the findings of this study also show the integration of the concept of "*aurat*" as part of the introduction of sexual education in early childhood. These findings show a difference with research (Masitoh & Hidayat, 2020) which emphasizes more recognition of body parts in general. In Insan Mulia IT Kindergarten, the introduction of body parts is not only done to introduce body functions, but it also associated with religious values as a form of learning about body boundaries. The concept of *aurat* serves as a preventive approach that helps children understand which parts of the body should be protected and which should not be touched by others. This, sexual education in children is not only understood in a biological context, but also constructed that are relevant to the child's social environment.

Based on the results of interviews with teachers at Insan Mulia IT Kindergarten, this strategy is also applied in daily activities at school. The habit of toilet training is also introduced when children enter the bathroom. Boys and girls are not allowed to use the same bathroom. One bathroom is only used by one child, but if the child is not able to use the bathroom independently, the teacher will accompany and help them. This is done so that privacy is maintained, where only children and teachers are in the bathroom if needed. This policy is applied equally regardless of classes A and B so that all children get the same habituation and assistance. In addition, classes are also separated between boys and girls with teacher supervision so that children understand their respective limits. These findings show that the effectiveness of the song strategy does not stand alone, but is strengthened through the habituation of daily activities at school so that children gain real experience about the importance of maintaining body privacy.

The teachers at Insan Mulia IT Kindergarten use the song "*Kujaga Diriku*" (I Protect Myself) to introduce sexual education to children. The song's movements include singing and dancing, accompanied by hand movements. Singing the song "*I keep myself*" teaches children the importance of protecting their own bodies to avoid unwanted incidents (Aini & Irsyad, 2024). The song also teaches children about the limits of touch, which are permissible and which are not. Singing educates children about how to behave, what to do if something undesirable happens, and teaches them to have the courage to say no to strangers who want to touch their bodies. It not only provides education about touch but also introduces the boundaries of the human body for Muslim children. Singing activities provide positive benefits in conveying the message conveyed by teachers about the importance of sexual education, and children will easily understand and comprehend it. This is because the goal of this singing strategy is not to master the song, but the way the teacher conveys the message to the child, and the song serves as a medium in introducing sexual education to children.

Parents' understanding of sexual education is still considered taboo, and awareness of its importance of education for children is still low. Through adaptation strategies, teachers emphasize the use of simple language so that it is easy for children to understand and accept (Nimar, 2025). With the parenting program organized by Insan Mulia IT Kindergarten, parents have become more aware of the scope of sexual education in children. Parents' responses to parenting activities showed enthusiasm and positive outlook on sex education. This is because families,

especially parents, have an important role in protecting children from unwanted events. As the first educator for children, parents have a great responsibility in providing sexual education from an early age. When conveying this information to children, parents need to use simple language that is in accordance with the child's level of understanding (Mulyana, R. A., & Fatimah, 2022). Children spend more time at home than at school, so families and parents are the main source of instilling awareness about the importance of sexual education for children (Hasiana, I, 2020). When it comes to hearing the term "*sexual*", most parents still associate it with intimacy. In fact, sexual education in children includes aspects of child development that are influenced by social and psychological maturity.

Collaboration with psychology is carried out through parenting activities regarding sexual education with parents. Insan Mulia IT Kindergarten has collaborated with psychologists who have given parenting sessions related to sexual education several times. In addition, the school also collaborates with religious leaders. Therefore, the introduction of sexual education in early childhood is not only done from a psychological perspective, but also explained from a religious point of view. Collaboration between teachers, psychologists, religious leaders, and parents is very important in building a parental mindset so that sexual education is no longer considered a taboo (Kusuma, R. T., Nafisah, N. N. D., Fidiyaningrum, R., Wahida, J., & Apriasari, 2021). Parents' mindsets regarding early childhood sexual education is different, influenced by their respective educational backgrounds. Therefore, the implementation of parenting activities and active collaboration between teachers, psychologists, religious leaders, and parents will have a major impact on parents' understanding of the importance of sexual education for early childhood. Parents are expected to be able to think critically, not stay silent when unwanted things happen to children, especially sexual violence, and be wiser in filtering information about sexual education so that they are not easily influenced by information that is not clear about the truth.

CONCLUSION

Based on research conducted on teacher strategies for introducing sexuality education to early childhood at Insan Mulia Kindergarten, teachers have implemented various strategies that effectively introduce sexuality education to children. Through these strategies, children are more able to absorb information and understand sexuality education in ways that are appropriate to their developmental stage. The strategies implemented, such as songs and movements through "*Kujaga Diriku*", storytelling, habituation in daily activities, and parenting programs, demonstrated positive results in helping children recognize body boundaries, understand appropriate and inappropriate touch, and develop self-protection awareness from an early age. Teachers also play an important role in delivering sexuality education creatively by adapting learning methods to children's characteristics, for example through educational media, songs, body movement, and interactive activities to maintain children's engagement and prevent boredom. Although sexuality education material is not explicitly included as a separate subject in the curriculum, teachers integrate it into relevant themes, such as "*Myself*," and daily school routines.

However, one of the biggest challenges identified in this study is the perception among some parents that sexuality education remains a taboo subject, accompanied by limited understanding of its importance for early childhood. This condition creates inconsistency between the sexuality education introduced at school and the reinforcement children receive at home. Even when teachers have introduced sexuality education effectively in school settings, the outcomes may not develop optimally if parents do not continue similar guidance in the family environment. Therefore, stronger synchronization between schools and families is needed to ensure consistency in children's understanding and protection.

A practical effort to address this issue is for schools to conduct regular parenting activities specifically focused on sexuality education, involving psychologists, religious leaders, and educators to provide parents with accurate understanding and practical guidance. Schools may also provide simple take-home guidance, such as short

parenting modules or communication sheets containing age-appropriate language, examples of conversations about body boundaries, private body parts, and safe or unsafe touch that parents can continue at home. In addition, consistent communication between teachers and parents regarding children's development related to self-protection and privacy awareness is important to reduce misunderstandings and strengthen parental involvement. Through this collaboration, sexuality education can be introduced consistently both at school and at home.

Ultimately, teachers hope that introducing sexuality education from an early age will help children protect themselves and build awareness of personal boundaries. Since early childhood is a foundational stage of development, children remain highly dependent on adults. Therefore, parents, teachers, and surrounding adults have a shared responsibility to create a supportive and positive environment in which sexuality education is introduced naturally, appropriately, and consistently as part of children's everyday lives.

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