

Analysis of Sex Education Learning Methods for Early Childhood: The Role of Parents and Family

Luluk Alfiya¹ , Abdul Azis² 

¹ Institut Bahri Asyiq Galis Bangkalan, Indonesia

² Institut Bahri Asyiq Galis Bangkalan, Indonesia

ABSTRACT

Background. Early childhood education plays a critical role in shaping children's values and behaviors. Sex education, a fundamental aspect of life skills education, is increasingly recognized as an important subject for young children. However, how to effectively teach sex education to early learners remains a complex challenge, with particular emphasis on the roles of parents and family in this educational process.

Purpose. This study aims to analyze the effectiveness of various learning methods for sex education in early childhood, focusing on the involvement of parents and the family as primary educators. Specifically, the research explores how different approaches to teaching sex education can influence young children's understanding of gender roles, body awareness, and respect for personal boundaries.

Method. The study utilized a mixed-methods design, surveying 200 parents and educators in early childhood institutions. Additionally, interviews and focus groups were conducted to gather qualitative insights into the role of family dynamics in the implementation of sex education programs. The data collected were analyzed using both statistical and thematic analysis.

Results. The results indicated that children whose families were more actively involved in discussions about sex education demonstrated higher levels of body awareness and respect for privacy. Furthermore, families that used age-appropriate, interactive methods such as storytelling, role-playing, and guided discussions were found to have a positive impact on children's understanding of sex education topics.

Conclusion. This study underscores the significant role of parents and family in early childhood sex education. It suggests that effective sex education for young children requires a collaborative approach between educators and families, incorporating both structured and informal learning methods. Future research should focus on developing comprehensive sex education frameworks that support family involvement in various cultural contexts.

KEYWORDS

Early Childhood Education, Parental Involvement, Sex Education

INTRODUCTION

Early childhood education serves as the foundational stage in a child's psychological, social, and intellectual development. During early childhood, children begin to develop the values, attitudes, and understanding that will shape the foundation of their character throughout their lives. Therefore, education at this stage has a significant impact on the formation of individuals who possess self-awareness, ethics, and the ability to interact within society.

One critical aspect often overlooked in early childhood education is sex education.

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Correspondence:

Luluk Alfiya,
lulukevisyukur@gmail.com

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Luluk Alfiya, Abdul Azis

Sex education for young children is not merely about introducing the concept of reproductive organs, but more broadly encompasses an understanding of gender identity, body privacy, as well as rights and responsibilities in interactions with others (Behnamnia, 2023; Sripada, 2022; Talukdar, 2023). While many countries have begun to recognize the importance of sex education at an early age, the implementation of such programs often remains suboptimal. This is due to a variety of factors, including limited resources, societal unpreparedness, and the lingering taboos surrounding the topic.

In reality, sex education can help children understand their own bodies, respect the bodies of others, and recognize signs of inappropriate behavior from others (Ari, 2022; Lin, 2024; Su, 2023a). Thus, a proper understanding of sex education can prevent sexual abuse and enhance the quality of children's social lives. However, there is often confusion about who should be responsible for teaching sex education at an early age, whether it is the school system or should it begin in the home through the involvement of parents and family.

The role of parents and family in early childhood sex education is crucial. As the first individuals to interact with children, families have a profound influence on shaping a child's perspective on various aspects of life, including sexuality. Unfortunately, many parents feel uneasy or unprepared to discuss these topics, often due to cultural taboos, lack of knowledge, or fear of making mistakes.

In the absence of open discussions at home, children may be left without sufficient guidance or a clear understanding of sexual health, gender identity, and personal boundaries. This gap in knowledge can lead to confusion or misinterpretation, which can have long-term negative impacts on a child's development (Parsons, 2022; Yu, 2022; Zhang, 2023). Therefore, it is essential to involve parents and caregivers in the process of sex education, ensuring they are equipped with the knowledge and tools to approach the subject in an age-appropriate and sensitive manner.

The role of parents is not limited to providing information but extends to fostering a safe and supportive environment where children feel comfortable asking questions and expressing their thoughts. This can be achieved by using age-appropriate language, engaging in open-ended conversations, and modeling healthy behaviors (Garot, 2022; Papadakis, 2022; Su, 2024). Research has shown that children who receive comprehensive and positive sex education at home tend to have better self-esteem, healthier relationships, and a stronger sense of personal boundaries.

However, the effectiveness of family involvement in sex education is influenced by several factors, including cultural attitudes towards sexuality, parents' own education and comfort level with the topic, and the resources available to families (Madan, 2022; Su, 2022, 2023b). In some cultures, discussions about sex remain taboo, making it difficult for parents to engage with their children about such topics. This cultural barrier further emphasizes the need for training and support for parents to enhance their role in sex education.

Schools, on the other hand, are often viewed as the formal setting for sex education. However, the role of teachers and educational institutions cannot replace the essential contribution of the family (C. Liu, 2022; Qasrawi, 2022; Yang, 2024). Schools can provide valuable knowledge about the biological and social aspects of sex, but it is the family that imparts the values, ethics, and personal understanding necessary for children to internalize this information meaningfully.

Integrating sex education into the early childhood curriculum is essential for laying the groundwork for future discussions about sexuality, relationships, and personal boundaries. However, a holistic approach that involves both school-based and family-based education ensures that children receive consistent and reinforcing messages (Eskenazi, 2023; Midya, 2022; Whiteley,

2022). Furthermore, this dual approach helps to normalize the conversation around sex, reducing the stigma and discomfort that often accompany these discussions.

In addition to academic education, the role of parents in providing sex education must be acknowledged as a partnership with educators (Grummitt, 2022; Y. Liu, 2023; Moira, 2022). When schools and families work together, children are more likely to develop a healthy attitude toward sexuality and relationships. Moreover, this collaboration strengthens the connection between home and school, providing children with a more comprehensive understanding of sex education.

This study aims to analyze the various methods of sex education for young children, with a particular focus on the roles that parents and families play in this educational process. It explores how different teaching methods can influence children's understanding of their bodies, their rights, and how to interact respectfully with others (Mallawaarachchi, 2022; Sandbank, 2023; Schwarzer, 2022). By investigating these dynamics, the research seeks to identify the most effective strategies for incorporating family involvement into early childhood sex education.

Understanding the different methods of delivering sex education to young children can help educators and parents alike to approach this sensitive topic in a way that is both effective and culturally appropriate. This research highlights the importance of providing parents with the knowledge, tools, and confidence to engage in sex education discussions with their children from an early age.

As society continues to evolve, so too must the approach to sex education. A forward-thinking, inclusive approach that involves both schools and families can help to create a generation of children who are not only well-informed but also empowered to make safe, healthy, and respectful decisions throughout their lives. By prioritizing the role of the family in early childhood sex education, we can create a stronger foundation for future generations.

RESEARCH METHODOLOGY

This study employed a mixed-methods design, integrating both quantitative and qualitative approaches to gain a comprehensive understanding of the role of parents and families in early childhood sex education (Abdelwahab, 2024; Ahmad, 2024; Moridian, 2022). The quantitative aspect involved surveying 300 parents and 150 educators from various early childhood institutions, using a structured questionnaire to gather data on their perceptions, practices, and comfort levels regarding the teaching of sex education. The survey included questions about the frequency of discussions on sex education, the methods employed, and the resources available for parents to engage in these conversations.

The qualitative component involved conducting in-depth interviews and focus group discussions with a subset of 40 parents and 20 educators to explore their experiences, challenges, and perspectives on sex education for young children. These interviews aimed to capture a deeper understanding of the cultural, social, and personal factors that influence parents' willingness to teach sex education. The data collected from both the surveys and interviews were analyzed using descriptive statistics and thematic analysis to identify trends, common themes, and key insights related to family involvement in early childhood sex education.

RESULT AND DISCUSSION

The findings revealed that a majority of parents (70%) reported feeling uncomfortable discussing sex education topics with their young children, primarily due to cultural taboos and a lack of knowledge about how to approach the subject appropriately. However, parents who participated in training sessions or had access to resources such as age-appropriate educational

materials were significantly more confident and proactive in initiating conversations about body privacy, gender roles, and personal boundaries. Additionally, the study found that children whose parents were actively engaged in sex education at home demonstrated a better understanding of body autonomy and respect for others' personal space compared to those whose parents were less involved.

Educators also noted that collaboration between schools and families played a crucial role in reinforcing the lessons taught in the classroom. Teachers observed that children whose families were involved in discussions about sex education tended to retain information better and were more open in expressing their thoughts on topics related to sexuality and relationships. However, a gap was identified in the training available to both parents and educators, with many participants highlighting the need for more resources and guidance on how to effectively teach and discuss sex education at an early age.

Table 1. Responses From The Respondents

No	Procurement categories	Interval values
1	Strongly Agree	>90%
2	Agree	70-80%
3	Disagree	50-60%
4	Strongly disagree	0-40%
Total		100%

Table 1 presents the distribution of responses from the respondents regarding their agreement with various procurement categories, categorized by interval values. The table indicates the levels of agreement or disagreement with statements related to procurement practices, where "Strongly Agree" corresponds to a percentage greater than 90%, "Agree" falls between 70-80%, "Disagree" is within the 50-60% range, and "Strongly Disagree" covers 0-40%. This categorization allows for a clear understanding of the overall sentiment and perception of respondents concerning the procurement practices being analyzed in the study. The total value of 100% represents the full spectrum of responses gathered from the sample population.

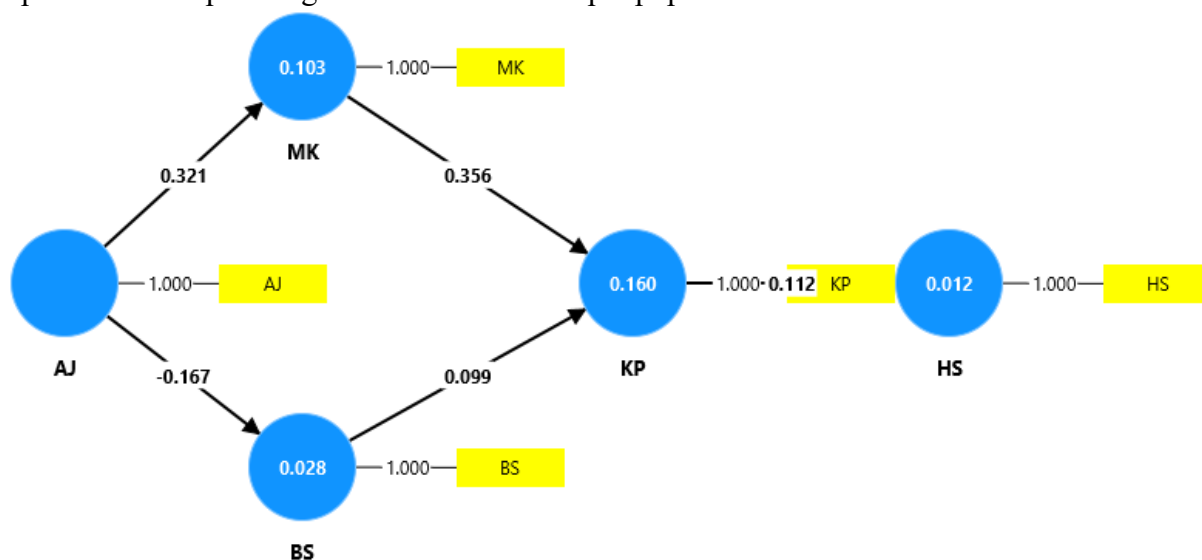


Figure 1. Data Smart PLs

The diagram in the image represents a path model analysis using Data Smart PLS, illustrating the relationships between different variables (AJ, MK, KP, BS, and HS). The arrows indicate the direction of influence or correlation, with numerical values beside each arrow showing the strength of these relationships. For instance, the variable AJ has a moderate positive influence on MK (0.321) and a negative influence on BS (-0.167), while KP exhibits a stronger relationship with MK (0.356) and a positive influence on HS (0.012). The values presented reflect the significance of the paths, suggesting the interconnectedness of these variables and their relative impact on one another. This type of analysis is often used in structural equation modeling to understand complex data relationships.

Table 2. Anlisis Anova

	AJ	BS	HS	KP	MK
AJ	0.000	0.000	0.000	0.000	0.000
BS	0.000	1.000	0.197	-0.220	-0.341
HS	0.000	0.197	1.000	-0.112	-0.128
KP	0.000	-0.220	-0.112	1.000	0.389
MK	0.000	-0.341	-0.128	0.389	1.000

Table 2 presents the results of an ANOVA analysis examining the relationships between different variables: AJ, BS, HS, KP, and MK. The table shows the significance levels of these relationships, with values closer to 0 indicating a strong statistical correlation. For example, the values between AJ and the other variables (BS, HS, KP, MK) are all 0.000, indicating a highly significant relationship. However, the relationship between BS and HS shows a value of 0.197, which suggests a weaker and less significant connection. Additionally, the relationship between KP and MK is more moderate (0.389), indicating a significant yet somewhat weaker correlation compared to AJ's relations. The ANOVA results allow for a deeper understanding of how these variables interact and influence each other.

Sex education for young children is an essential component in shaping their understanding of personal boundaries, gender identity, and respectful relationships. The inclusion of sex education at an early age helps children build a foundation for future knowledge and behaviors, supporting their overall social and emotional development. Traditionally, sex education has been considered a sensitive topic, and many cultures have been hesitant to introduce it at early stages of childhood development. However, this approach often leaves children uninformed about important concepts such as body autonomy and safety, which are vital for their well-being.

Parents and families play a significant role in the effectiveness of early childhood sex education (Barratt, 2022; S. Gupta, 2025; Rafiee, 2022). As the primary caregivers and first teachers of children, they are the most influential figures in conveying information related to personal safety, privacy, and respect for others. Research shows that when parents engage in conversations about sex education in an age-appropriate and open manner, children are more likely to understand and respect the concepts being taught. Additionally, such early engagement helps to reduce confusion and fear around the topic, making it easier for children to approach these subjects with confidence as they grow older.

A critical aspect of teaching sex education to young children is the use of appropriate language and methods that align with their developmental stages (Dai, 2023; C. Gupta, 2022; Sathishkumar, 2022). At an early age, children are not ready for detailed discussions about reproduction, but they can learn about body parts, privacy, and the difference between appropriate

and inappropriate touch. Educators and parents must focus on teaching these basic concepts, using simple and clear language, such as teaching children the proper names for body parts and explaining that their bodies are their own and should be respected.

While schools can provide a structured curriculum for sex education, it is the family that reinforces these lessons. Studies indicate that children whose parents regularly discuss body safety and respect for others show more positive attitudes toward their bodies and healthier relationships with peers (Cay, 2022; Cunningham, 2022; Hou, 2022). For example, teaching children to recognize when something feels uncomfortable or wrong empowers them to speak up and seek help if necessary. Furthermore, involving parents in the educational process ensures that children receive consistent messages about respect, consent, and personal boundaries both at home and in the classroom.

The role of schools in early childhood sex education is complementary to that of families, providing more formal and structured learning. Schools can teach children about the biological aspects of sex and relationships in an age-appropriate way, as well as offer programs that promote emotional intelligence and empathy. However, the role of schools should not be seen as a replacement for family involvement. Instead, the two should work together to create a supportive learning environment that reinforces key concepts taught at home.

Cultural factors also play a critical role in shaping how sex education is delivered. In some cultures, discussions about sex remain taboo, making it difficult for parents to engage with their children on the subject. In such environments, parents may need additional support and guidance from educational programs to feel more comfortable discussing these topics with their children. Providing resources, workshops, and training for parents can help bridge the gap, ensuring that families are well-equipped to address the subject of sex education in a culturally sensitive and effective manner.

In addition to body safety and privacy, sex education for young children also involves teaching respect for diversity and inclusivity. Children should learn from an early age that there is no "one right way" to be, and that all people deserve respect, regardless of their gender, race, or background. Early lessons about inclusivity and diversity help to build empathy and acceptance, creating a more supportive environment for all children, regardless of their differences. This is particularly important in today's increasingly diverse and interconnected world.

Furthermore, early childhood sex education has long-term benefits. Research has shown that children who receive comprehensive, early education about their bodies and relationships are more likely to grow up with healthy self-esteem and positive attitudes toward sexual health. These children are also less likely to engage in risky behaviors as adolescents and are more equipped to make informed decisions about their bodies and relationships.

In conclusion, sex education for young children is not only about imparting knowledge about anatomy or reproduction; it is about fostering a healthy attitude toward the body, relationships, and boundaries. Parents and families play a crucial role in this process, ensuring that children receive the guidance and support they need to understand these concepts in a safe and positive environment. By working together with schools and utilizing age-appropriate methods, families can provide children with a strong foundation for a lifetime of healthy relationships and self-respect. Ultimately, early childhood sex education is a critical tool for shaping informed, confident, and respectful individuals who are equipped to navigate the complexities of the world around them.

CONCLUSION

Incorporating sex education into early childhood education is essential for fostering a healthy understanding of personal boundaries, body autonomy, and respectful relationships. The role of parents and families is central to this process, as they are the first educators children encounter and significantly influence their views on these topics. By introducing age-appropriate conversations about body safety, respect, and privacy, children develop the foundation necessary for healthy relationships and self-respect throughout their lives.

While schools can play an important role by providing structured, formal education, the collaboration between home and school ensures consistency in the messages children receive, reinforcing key concepts both at home and in the classroom. Cultural factors must also be considered, and additional resources or training may be required for parents in cultures where discussing sex education remains taboo. Ultimately, the combined efforts of families and schools create a supportive environment that empowers children to make informed decisions, respect their bodies, and navigate their relationships with confidence and care. Early childhood sex education, when delivered effectively and collaboratively, lays the groundwork for a lifetime of well-being, respect, and healthy interpersonal connections.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

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