

THE IMPACT OF PARENTING ON SEX EDUCATION AT AN EARLY AGE

Hurdiani

Universitas Islam Negeri Mataram
hurdiani@gmail.com

Abstract

This study is motivated by the social phenomenon surrounding early childhood sex education, which is still considered taboo due to the influence of strong local culture, education levels, religious values, and prevailing social norms. These factors shape parental perspectives and practices regarding child-rearing, including how they impart understanding about sex education. This study aims to identify parental approaches to providing sex education to children aged 4–6 and the resulting impact on the children's understanding and behavior. A descriptive qualitative approach was employed, with the study conducted in Kayangan Hamlet, Sandik Village, Batulayar District. Data were collected through observation, interviews, and documentation, with parents of children aged 4–6 serving as the primary informants. Data analysis involved reduction, presentation, and conclusion-drawing, while data validity was verified through source and technique triangulation. The results indicate that parental sex education involves introducing body parts, explaining private areas, instilling personal hygiene habits, and maintaining daily communication. These parenting practices yielded positive outcomes, including increased child awareness regarding their bodies and privacy, the establishment of hygiene habits, the development of basic skills to protect against inappropriate touch, and more open communication with parents. However, some parents still possess limited understanding, resulting in less-than-optimal communication regarding personal body boundaries. Thus, the role of parents is crucial in shaping children's knowledge and behavior from an early age.

Keywords: Parenting, sex education, early childhood, parents.

Introduction

Children are the most beautiful gift God has given to humanity. Every child is born into this world in a pure state, and it is their parents and environment that shape their character. In the early stages of life, children receive primary guidance from their parents. Therefore, the responsibility to guide children toward goodness rests entirely with the parents. To grow and develop optimally, children need a supportive environment, both from a physical, psychological, and social perspective. Everything around a child can influence their educational development, both directly and indirectly. If a child's environment is not conducive, it can significantly impact their future life. In this context, the role of parents is crucial in providing appropriate parenting styles, including providing various forms of basic education that children need from an early age.

Parenting regarding sexual education falls into the category of physical parenting. Physical parenting encompasses all activities aimed at ensuring children can live well by meeting their basic needs, such as food, clothing, warmth, hygiene, restful sleep, and comfort while eliminating metabolic waste. Sexuality education for early childhood can begin with an introduction to anatomy. It's important to explain the body parts and their functions to children. Furthermore, education can expand to the topic of reproduction in living things, both humans and animals. This parenting is considered essential for children to understand their

body parts, identify which parts need protection, and understand what others can and cannot touch. This allows them to receive accurate sexual information (Soseilo, 2021).

Like any other individual, every child has basic needs that must be met so that they can grow and develop healthily and optimally. One of the most crucial basic needs for children is a healthy relationship between parents. In this context, children's needs for attention, affection, protection, education, and care must be met by parents. Furthermore, early sexual education is also a crucial aspect that serves as initial capital for children to interact with their social environment, both within and outside their community (Lessy et al., 2022).

Children are the next generation. The future of the world is determined by how children navigate this growth and development process, especially between the ages of 0 and 6, often referred to as the golden age. Because a child grows and develops optimally during this golden age, they will eventually become the nation's successors through proper education (Diningsih, 2022). Parents have an obligation to meet all their children's needs, both primary and secondary, with the love and support of both parents. Children are the shoots, potential, and next generation of the ideals of the family and nation, so parents need to provide education and affection to optimize children's growth and development. Moral, spiritual, and social education really needs to be taught from an early age to act as a shield for children when they can interact in the community.

The role of parents is very important in ensuring that children receive appropriate sexual education. Proper sex education is essential to prevent psychological disorders. Children exposed to excessive sexual visualization can become overly focused on sex, and if this occurs during puberty, parents should be concerned (Alawiyah, 2019).

Parents who are passionate about education can teach their children the meaning of the life they will lead. However, many parents today are caught up in the busyness of their respective jobs. Children should have diverse and colorful experiences through activities such as playing, learning, and developing their interests and talents for the future. Unfortunately, the reality is that many children still live in bleak conditions, and this is still common in Indonesia, especially in the research location. Here, parental attention, especially from mothers, to the changes occurring in their children is minimal. Many parents consider these changes to be normal and unaffected by their children's sexual education (Aini, 2021).

Parenting patterns in Kayangan Hamlet, Sandik Village, Batulayar District, are influenced by various factors, such as strong local culture, education levels, religious values, and prevailing social norms. These factors shape parents' perspectives and practices in raising children, including providing an understanding of sexuality. However, many families still lack a holistic understanding of the importance of children's sexuality education, which often results in neglect or limited provision. This condition indicates a gap in fulfilling children's educational needs, particularly regarding knowledge about the body and self-protection.

Therefore, research into the impact of parenting on early childhood sexual education in Kayangan Hamlet is crucial to assess the extent to which parenting styles influence children's understanding and ability to protect themselves. Furthermore, this study aims to explore the barriers parents face in providing sexual education to their children. The research results are expected to provide a realistic picture of the state of parenting in society, as well as serve as a consideration in designing counseling or education programs for parents so they can better understand the importance of early sexual education for children and be able to implement it appropriately.

Research Methods

This study used a descriptive qualitative approach aimed at understanding and describing in-depth parenting patterns *in* providing sexual education to young children. The study was conducted in Kayangan Hamlet, Sandik Village, Batulayar District. This approach was used to obtain an overview of parenting practices, inhibiting factors, and the impact of

providing sexual education on children's understanding within the context of local social and cultural life (Pawito, 2007).

Researchers act as the primary instrument throughout the research process, from planning and data collection, analysis, interpretation, and reporting. Data sources include primary and secondary data. Primary data were obtained directly from parents of young children (0–6 years old) and supporting informants such as early childhood education teachers and community leaders. Secondary data were obtained from books, scientific journals, previous research, and village profile documents relevant to the research focus.

Data collection was conducted through semi-structured interviews, non-participant observation, and documentation. Interviews were used to explore parents' experiences and understanding of early childhood sexual education, including the obstacles they face and their impact on children. Non-participant observation was conducted by observing conditions and behaviors related to parenting practices without directly participating in the informants' activities. Documentation was used to supplement the research data in the form of photographs, audio recordings, videos, and notes relevant to the research focus (Sugiono, 2016).

Data analysis was conducted interactively and inductively through the stages of data collection, data condensation, data presentation, and drawing and verifying conclusions. Data from interviews, observations, and documentation were selected, grouped, simplified, and then systematically presented to identify patterns and meanings related to *parenting practices and early childhood sexual education* . Conclusions were then verified by comparing various data obtained during the research.

The validity of the data was tested through source triangulation, technique triangulation, extension of researcher presence, and adequacy of references. Source triangulation was carried out by comparing information from parents, PAUD teachers, community leaders, and family or those closest to the informant. Technical triangulation was conducted by comparing the results of interviews, observations, and documentation. Furthermore, researchers conducted repeated observations and interviews throughout the research process to obtain consistent data and used documentation as supporting evidence for the research findings.

Results

How do parents provide an understanding of the body to children in Kayangan Hamlet, Sandik Village, Batu Layar District?

Based on observations and interviews conducted by researchers in Kayangan Hamlet, Sandik Village, Batu Layar District, it was discovered that parents have been providing care by introducing their children to body parts from an early age. This introduction is the first step in helping children understand their own bodies. Most parents introduce body parts through daily activities such as bathing their children, helping them get dressed, playing, or interacting within the family.

Parents introduce body parts such as the head, eyes, nose, mouth, hands, feet, ears, and other body parts using simple language so that it is easy for children to understand. Then, parents also introduce which parts of the body should not be touched by the opposite sex, vital body parts, and so on. From the interview results, it was found that the methods used by parents tended to be natural and informal, namely through direct communication carried out repeatedly. This method is considered quite effective because it is easier for children to recognize and remember the names of their body parts.

However, it was also found that some parents only introduced the names of body parts but did not specifically explain which parts should not be touched by the opposite sex. Some

parents entrust this knowledge to their children when they are undergoing formal education or non-formal education (outside the home), such as when they go to Koranic studies.

a. Introducing body parts to children

Introduction to body parts is one form of early education provided by parents to children. Through this introduction, children learn the names and functions of their body parts, thereby improving their self-awareness. Furthermore, early introduction to body parts also provides a foundation for children to recognize their body's boundaries, maintain personal hygiene, and understand the importance of private parts. Throughout the process, each parent has a different approach to introducing body parts to their children. These differences are influenced by their level of knowledge, parenting style, culture, and how comfortable they are in conveying information to their children.

Based on interviews with several parents in Kayangan Hamlet, there were various reactions when asked about how to introduce body parts to children. However, when parents explained body parts like genitals, they tended to use less vulgar terms. This is evident in an interview with Mrs. Hidayah, a 4-year-old child.

"I introduce the names of body parts to children through pictures, or when they are still small I introduce them by joking or communicating" (Interview, Hidayah, 2025).

The same thing was also found when researchers conducted an interview with Ulfa, the parent of 6-year-old Haikal; she stated that:

"Introducing body parts, from when he couldn't speak, we introduced the nose, eyes, mouth, head, hands, and feet. But for body parts like genitals, I didn't introduce them clearly" (Interview, Maria Ulfa, 2025).

In line with Mrs. Ulfa, Mr. Fauzi also said the same thing, such as:

"If I introduce the names of body parts to children, I use their real names, except for certain parts": (Interview, Fauzi, 2025).

In observations conducted on November 15, 2025, researchers found that some parents did not explain or directly tell the children the real names of vital body parts, because there was a perception among parents who explained that these names, if used by children, would seem like rude words.

However, on the other hand, there are also parents who explain the names of their child's body parts explicitly or clearly. As Mrs. Tini did in her interview, she said that:

"I introduce body parts to children with their real names, so that children understand from a young age" (Interview, Hidayah, 2025).

Mrs. Makiyah also expressed the same thing; in her interview, she said that:

"I introduce body parts to children with their real names, so that children understand from a young age" (Interview, Makiyah, 2025).

From the results of observations conducted on November 10 and 13, 2025, researchers found that there were several parents who directly taught the names of children's body parts, including the names of certain parts or vital parts. Some parents believe that it is important to start introducing the names of body parts, especially vital organs, from an early age.

b. Understanding of private body parts and touch boundaries

Understanding private body parts and touch boundaries is a crucial aspect of early childhood education. Children need to be introduced to private body parts so they understand that not everyone is allowed to see, touch, or ask them to show these parts. Furthermore, understanding touch boundaries also helps children distinguish between safe and unsafe touch, enabling them to protect themselves and confidently speak to a parent or trusted adult if they encounter an uncomfortable situation. Parents play a crucial role in fostering this understanding through age-appropriate communication, repeated throughout their daily lives.

Based on interviews with several parents in Kayangan Hamlet, it was found that some parents have provided their children with information about private body parts and the

boundaries of touch. However, the way they convey this information varies depending on each parent's understanding and comfort level. As explained by Mrs. Siti Hidayah:

"I haven't introduced sensitive body parts and body parts that cannot be touched by the opposite sex, because my child is still 5 years old, and I don't think it's the right time to teach him (Interview, Siti Hidayah, 2026).

Mr. Fauzi also expressed similar sentiments. In an interview with Mr. Fauzi, he stated that

" *daydream problem ngeno, ndektebani sembarang muni, sengkak menurut ite sik toak, anak ndekman wayen tebadak marak meno, sengkak masih kocet . Lamun batesan-batesan jak tetep te badak ye*" (if the problem is like that, parents do not dare to talk carelessly, because the child is still not old enough. But, regarding the limits, we always tell them) (Interview, Fauzi, 2025).

In line with the previous informant, Ms. Ulfa also said that:

" I haven't clearly told you the names of private body parts (such as genitals), and regarding the boundaries with the opposite sex, I have *told* my child that (Interview, Ulfa, 2025).

Another interview that strengthens the results of the previous interview was also presented by Mrs. Ti'ah, who explained that:

"Daydream the problem *is sik ngeno, usually ne jak lamun mame acquaintance te kadu discuss other sik, ndekne kadu aran tetu ne. Yes, but the limits of touching are not close to bad friends because they are still codecs. Laguk tetep ye tajah lek taokne ngaji biasene lemun anak "*.

(Usually, when we introduce them to private body parts, we don't use their real names . Then, regarding the limits of *touch*, we haven't told them because they are still small. However, they must be taught about the limits of touch in the place where they study the Koran) (Interview, Suti'ah, 2025).

The results of interviews conducted with informants on November 10, 15, and 25, 2025, found that some parents who were informants expressed their reluctance to explain this because they considered their children's age to be still young and they were not yet able to understand it. However, researchers also saw that in their daily lives, these children were already able to limit themselves in touch, which was probably taught by teachers or people in their environment.

Furthermore, several informants also explained things that were different from previous informants. Some informants did directly explain the boundaries of touch. As Mrs. Tini explained, she explained:

" For body parts and their boundaries, I must explain because they are important (Interview, *Hidayah*, 2025).

In line with Mrs. Tini, Mrs. Makiyah also explained the same thing regarding the limits of touch; she explained that:

" I limit my child's playing time so that he can avoid unwanted things." (Interview, *Hidayah*, 2025).

Based on the results of observations conducted on November 29 and 13, 2025, researchers found that there were respondents who did explain directly regarding the limitations. Apart from being considered important, researchers looked at the background of the two informants, where Mrs. Tini was a PAUD teacher, and Mrs. Makiyah was a graduate. This is what may make their parenting style different from some of the informants described previously.

c . Habituation of Maintaining Body and Body Cleanliness

Instilling the habit of maintaining personal hygiene and cleanliness is an important form of education for children from an early age. Through this habit, children can learn to care for themselves, maintain their health, and understand the importance of cleanliness in everyday life. The habit of maintaining body hygiene, such as bathing regularly, washing hands before and after activities, brushing teeth, and wearing clean clothes, can help children develop healthy lifestyle habits from an early age. In the process, parents have a primary role

as the first educators who provide examples, direction, and guidance to children in implementing these habits.

Interviews with several parents in Kayangan Hamlet revealed that they teach their children to maintain personal hygiene through various methods. Parents not only provide verbal guidance but also accompany and remind their children to regularly practice personal hygiene. As explained by Siti Hidayah, she said:

"Regarding *hygiene* issues, I always teach him when he takes a shower, or when he wants to go out to play. However, his name is also a child, said Mrs. Hidayah, now you tell him he will forget it." (Interview, Hidayah, 2025).

In line with Mrs. Hidayah, Mr. Fauzi also said that:

"We always teach them about cleanliness, especially since they're still small, so we often bathe them. For example, every time they bathe, we teach them that after urinating or defecating, these areas must be cleaned." (Interview, Fauzi, 2025).

In line with the previous informant, Mrs. Ulfa also said in her interview that:

"If it's like *that*, we definitely teach them, especially things like washing their hands before eating, washing their genitals after defecating and urinating. We also teach them how to wash their hands properly ." (Interview, Ulfa, 2025)

Observations conducted on November 10, 15, and 25, 2025, revealed that most parents teach their children about body care and hygiene. They believe such things are essential, and that even without direct instruction, they can learn from their parents' habits.

What is the impact of parenting on early childhood sexual education in Kayangan Hamlet, Sandik Village, Batulayar District?

Parenting, or the parenting styles implemented by parents, plays a crucial role in shaping children's knowledge, attitudes, and behavior, including early childhood sexuality education . Through appropriate parenting, children can gain an understanding of body parts, private parts, touch boundaries, and how to maintain personal hygiene and safety. Early sexuality education can also help children recognize potentially dangerous situations, thus better protecting themselves from unwanted behavior. On the other hand, a lack of sexual education in the family can cause children to have a limited understanding of their bodies and be vulnerable to various forms of violence or sexual abuse.

Based on field findings, sexual education implemented by parents also has an impact on the formation of self-protective behavior in children as well as more open communication between children and parents. Children become more accustomed to maintaining body hygiene, dressing modestly, and are not afraid to ask their parents about their bodies.

a . Increasing Children's Awareness of Their Body and Privacy

Raising children's awareness of their bodies and privacy is an important goal of early childhood sexuality education. By introducing them to their body parts, private parts, and the boundaries they must maintain, children learn that their bodies have value and deserve respect from themselves and others. This awareness helps children recognize their rights over their bodies, enabling them to distinguish between acceptable and unacceptable behavior by others toward them.

Based on research in Kayangan Hamlet, Sandik Village, Batulayar District, sexual education provided by parents has an impact on increasing children's awareness of their bodies and privacy. Children begin to recognize the names of body parts, understand which parts are private, and recognize that certain body parts should not be seen or touched by others without permission. This understanding is achieved through explanations provided by parents in daily activities and through learning media used to introduce children to the body. Interviews with several parents indicate that children who have been taught about their bodies and privacy tend to be more cautious in their interactions with others. They also begin to understand the importance of protecting their private parts and respond to situations that make them uncomfortable. In addition, children become more open to asking their parents

about things related to their bodies, thus establishing better communication between parents and children.

As per the results of an interview with Mrs. Hidayah, she explained that :

" After I taught him, my child now knows the names of his body parts, but only the general names. However, with that, my child doesn't hesitate to ask me about anything he doesn't know." (Interview, Hidayah, 2025) .

The results of the interview were also in line with what Mr. Fauzi said, explaining that:

" My son *doesn't really understand the personal part of your ne sak, but this gentik lambbi usually boyakn taok sak closed, and ye wah taok mbe the part of you sak ndk kago tesianik sik with others* ." (Interview, Hidayah, 2025) .

The same thing was also expressed by Mrs. Ulfa, who explained that:

"My child already understands the names of his body parts, but sometimes if he remembers, he can protect his privacy, such as *not* urinating carelessly." (Interview, Hidayah , 2025) .

This is what Mrs. Ti'ah explained in an interview; she said that:

"My son *lamun sak ngeno jak wah understand ne ye, ndekne semel jak carelessly menek or kembe, sengak wah belek endah*"

(My child already understands problems like that, he is embarrassed if he wants to defecate carelessly or whatever, because he also has to grow up) Interview, Suti'ah , 2025) .

From observations conducted on November 8, 10, 15, and 25, researchers found that, on average, parents reported that their children were already maintaining personal hygiene and privacy. As previously explained, children were beginning to maintain their personal privacy by urinating in public and not changing their clothes carelessly.

b. The child's ability to protect himself from touch

A child's ability to protect themselves from unwanted touch is one of the important outcomes of early sexual education. By understanding private body parts and the boundaries of touch, children can recognize safe and unsafe actions toward their bodies. This knowledge helps children to be more alert, dare to refuse, and be able to communicate with parents or trusted adults when they experience situations that make them feel uncomfortable.

Based on the results of research in Kayangan Hamlet, Sandik Village, Batulayar District, researchers found various answers from each informant, as expressed by Mrs. Hidayah in her interview, she explained that:

" Regarding this matter, so far I have seen that my child's behavior is still within normal limits, because the children play with their peers and only with their female friends." (Interview, Hidayah, 2025) . The same thing was also explained by Mr. Fauzi. Based on the results of the interview with Mr. Fauzi, he said that:

" My son *is as far away as he is, ndekwah, there are various kinds of sikte wine, but the problem of sak is rife meno*." (So far, my child has never had any strange problems that I have seen like that.) Interview, Suti'ah , 2025) .

The results of the next interview with Mrs. Ulfa also found the same answer; she said:

" If there is something like that, so far there hasn't been any, because maybe my child is a boy" (Interview, Hidayah, 2025) .

The next interview with Mrs. Ti'ah also said something that was in line with the previous informant. He explained that:

" *Lamun masalah ngeno ndekku man taok berembe ntan anakku, laguk after my sak nane, my child is swimming, playing ball, reciting the Koran. Jarin ndekwah arak sak strange* "

(Regarding that problem, I don't really know how *my child is* , but as far as I know, my child goes out to play, plays football, and comes home to study the Koran. So there have never been any strange things. (Interview, Suti'ah, 2025) .

Observations conducted on November 8, 10, 15, and 25, 2025, revealed that most informants were unsure about their child's ability to maintain touch boundaries. This was because their child's behavior was considered within normal limits. In addition,

environmental conditions are also considered to be the main influence that causes children's behavior to still be considered normal.

c . Formation of Self-Care Behavior and Open Communication with Parents

Sexuality education provided from an early age not only enhances children's knowledge about their bodies but also contributes to developing self-care behaviors and fostering open communication between children and parents. Through consistent guidance and support, children can understand the importance of body care, respect their privacy, and share their experiences with their parents. Open communication is an important factor in helping children obtain protection and support when facing situations that make them feel uncomfortable.

Based on research in Kayangan Hamlet, Sandik Village, Batulayar District, researchers found that the answers were generally similar in meaning regarding the development of self-care behavior and open communication with parents. As explained in an interview with Mrs. Hidayah, who stated :

" Communication with my child is certainly good; my child is also active in asking questions, and he is also used to maintaining personal hygiene such as washing his hands before eating" (Interview, Hidayah, 2025).

Ulfa's mother, who has a 5-year-old son named Haikal, expressed a similar response . Ulfa explained that:

"Yes, behavior like washing hands before eating, then if something happens, tell me *straight away* " (Interview, Hidayah , 2025).

In line with Mrs. Ulfa, Mrs. Ti'ah, who has a 6-year-old child named Haikal, explained that.

" *My son, jak wah tao ye, take care of your cleanliness, especially the important physical parts of ngeno. Sikno sikku ethat leman brembe ntannte bathe* "

(My child can already maintain his personal hygiene, especially his vital parts. I can see it from the way he bathes) (Interview, Hidayah , 2025). To be clearer, the interview was conducted with Mrs. Tini, who has a child named Kamil and is 4 years old. Mrs. Tini explained that:

"My child is becoming more open in telling stories, asking questions, and then becoming more careful in playing" (Interview, Hidayah, 2025). Further evidence, the researcher interviewed Makiyah's mother, who also explained similarly to the previous informant's explanation. She said that:

"The child always tells his daily life, my child also understands how to dress politely and modestly" (Interview, Hidayah, 2025). Based on the results of observations conducted on November 8, 13, 15, 15, and 29, 2025 related to the child's ability to take care of themselves and openness in communicating with parents, researchers found that the children of parents who were used as informants were able to take care of themselves, and their children were also active in communicating, especially in terms of asking or telling about their daily activities. These results are certainly supported by parents who act communicatively towards their children so that children do not hesitate to tell or ask their parents.

Discussion

Based on the results of research conducted through interviews, observation, and documentation with parents of young children in Kayangan Hamlet, Sandik Village, Batu Layar District, various findings were obtained regarding parenting practices in providing sexual education to young children. The data obtained were then analyzed through data reduction, data presentation, and conclusion drawing, resulting in a more in-depth picture of the parenting patterns implemented by parents in introducing the body, providing an understanding of private body parts, and developing self-care behaviors in children.

Research findings indicate that parenting styles in early childhood sexual education vary. These differences are influenced by parents' level of understanding, educational background, parenting experience, prevailing cultural values, and communication patterns within the family. In addition, the research results also show that sexual education provided by parents has an impact on the development of children's awareness of their bodies, the ability to maintain personal privacy, as well as the formation of clean living behavior and more open communication with parents.

To gain a more comprehensive understanding of the research findings, the discussion in this study is structured based on the established research focus, namely: (1) How parenting parents provide understanding about the body to children, and (2) The impact of parenting parents on early childhood sexual education in Kayangan Hamlet, Sandik Village, Batu Layar District. The discussion will be analyzed by linking the field findings with theories and relevant previous research results.

How do parents provide understanding about the body to children in Kayangan Hamlet, Sandik Village, Batu Layar District?

From the interviews and observations conducted with the respondents, diverse results were found for each indicator question. The results will be discussed below .

a. Introduction to children's body parts

Introduction to body parts is a form of basic sexual education that is important to provide to children from an early age. At this stage, children begin to learn to recognize themselves, understand the functions of their body parts, and realize that their bodies must be cared for and respected. Sexual education for early childhood does not focus on introducing sexual activity, but rather on providing an understanding of the body, self-identity, and how to care for oneself according to their developmental stage (Pahrul et al., 2026). Therefore, introduction to body parts provides an initial foundation that can help children understand themselves and build awareness to protect their bodies from various unwanted actions.

Based on the research results, all informants introduced body parts to children from an early age. This introduction occurred through various daily activities such as playing, bathing, helping children dress, communicating directly, and using pictures. The body parts that are generally introduced include the head, eyes, nose, ears, mouth, hands, feet, and other body parts. This finding shows that parents in Kayangan Hamlet have made efforts to provide basic understanding about the body to children, even though this is done in a simple way and not in the form of formal learning.

These findings align with Jean Piaget's theory of cognitive development. Piaget explained that children aged 4–6 years are in the preoperational stage, a stage where children begin to use language and symbols to understand their surroundings, but still require concrete experiences (Khiyarusoleh, 2016). At this stage, children more easily understand information conveyed through pictures, games, and direct experiences than through abstract explanations. Therefore, the method used by parents to introduce body parts through daily activities can be said to be in accordance with the characteristics of early childhood development because it allows children to learn directly from their experiences.

The results of this study also align with the research (Jannah et al. 2021) entitled "The Importance of Parents' Role in Providing Early Sex Education Through Children's Comics," which shows that the family is the primary environment in providing children with an understanding of the body. Parents play a crucial role in shaping children's initial knowledge because interactions within the family are intensive and continuous. Through daily communication, children acquire basic information that will form the foundation for their understanding in subsequent developmental stages. This is in line with Yulianti et al. 2023),

which explains that communication patterns within the family play a crucial role in shaping a child's personality and development.

Although all informants had introduced body parts to their children, the research results showed that most parents still limited their introduction to general body parts. When explaining reproductive organs, some parents used substitute terms rather than proper names. Some parents even neglected to introduce these body parts because they believed their children were too young to understand the information. This condition shows that discussions about reproductive organs are still considered a sensitive topic in the family environment. In fact, using the right terms can help children understand their bodies more fully and reduce misunderstandings about private body parts (Lestari & Awaru, 2020). In addition, proper introduction to reproductive organs can also be the first step in building children's ability to protect themselves from various forms of sexual violence (Anitasari & Tulak, 2023).

From the perspective of Islamic sexual education, introduction to all parts of the body, including the reproductive organs, is part of education that needs to be given in stages according to the child's age (Raniyah & Nasution, 2024). According to Abdullah Nashih Ulwan quoted in Fadilah et al., (2025), sexual education aims to form a correct understanding of self-identity, private parts, and etiquette in maintaining body honor. Therefore, children need to receive information that is appropriate to their level of development so that they are able to understand which parts of the body should be protected and respected without causing excessive fear or shame.

Based on research findings, the parenting practices implemented by parents in Kayangan Hamlet have shown a positive role in helping children aged 4–6 learn about their body parts. This introduction is carried out through various approaches close to the child's life, such as everyday conversations, play activities, and the use of engaging supporting media. However, the focus of the introduction is still dominated by general body parts, while explanations regarding reproductive organs have not been provided optimally. This situation indicates that some parents still have limited understanding and comfort in conveying sexual education material to their children. Therefore, it is necessary to increase parental knowledge and awareness so that children can get to know their bodies more thoroughly, so that children have adequate provisions to understand their bodies and protect themselves from various risks that may occur.

b. Understanding private body parts and touch limits

Understanding private body parts and touch boundaries is a crucial component of early childhood sexuality education. Through this understanding, children can recognize private body parts, understand their rights over their own bodies, and recognize that not everyone is allowed to touch certain body parts (Ariantini et al., 2025). This knowledge provides children with the initial tools to protect themselves and avoid various forms of behavior that could threaten their safety. Therefore, education about body boundaries serves not only as a learning tool but also as a means of protecting children from an early age.

Based on the research results, most parents in Kayangan Hamlet have not provided direct explanations regarding private body parts and touch limits to their children. Several informants admitted that they had not introduced sensitive body parts because they thought their children were still too young to understand the material. Furthermore, some parents feel uncomfortable discussing the topic and prefer to leave the understanding to schools or religious institutions. Nevertheless, some parents have begun to provide simple instructions about body parts that should not be touched by others as a form of self-protection for their children.

These findings indicate differing parental perceptions regarding the appropriate age for providing sexual education to children. Based on Erik Erikson's theory of psychosocial development, children aged 4–6 are in the *initiative versus guilt stage* (Kamilla et al., 2022). At this stage, children exhibit a strong sense of curiosity about themselves and their surroundings. Children begin to actively ask questions, explore new things, and try to

understand the experiences they encounter in everyday life. Therefore, when children begin to show interest in their bodies or ask questions about the differences between male and female bodies, parents should provide simple, developmentally appropriate explanations. A lack of information can lead children to seek answers from other sources that may not be accurate or aligned with the family's values.

The results of this study also align with research (Anggraeni et al., 2017), which found that many parents still consider sex education a sensitive topic, often delaying its introduction to their children. However, various studies have shown that understanding private body parts and touch boundaries plays a crucial role in preventing sexual violence against children. In line with this, Ibn Qayyim Al-Jauziyyah explained that parents have a responsibility to protect and educate their children to protect them from various influences that could damage their natural character and honor (Makmudi et al., 2019). Education provided from an early age aims to foster children's self-awareness and teach them behavior consistent with religious values. In the context of sex education, understanding private body parts and the limits of touch is one form of protection parents can provide to their children.

Based on the analysis of research findings, it can be concluded that the parenting implemented by parents in Kayangan Hamlet regarding the introduction of private body parts and limits on touch to children is still not fully effective. Although parents generally show concern for their children's safety and well-being, understanding of the importance of providing early education about the private parts of the body remains relatively limited. Some parents believe that the material is not appropriate for young children, and therefore often postpone the discussion. As a result, children do not yet have sufficient knowledge about private body parts and their right to refuse inappropriate touching. Given that the ages of 4–6 are a strategic time to instill a basic understanding of self-protection through a simple, developmentally appropriate approach, efforts are needed to increase parental insight into early childhood sexuality education. This way, parents can equip their children with the knowledge and skills that support safety and self-protection from an early age.

c. Practice taking care of your body and personal hygiene

The habit of maintaining body and personal hygiene is one form of sexual education that is closest to children's daily lives (Putry & Pratiwi, 2024). Through these habits, children not only learn to maintain their physical health but also to value and care for themselves. At an early age, simple habits such as bathing, washing hands, cleaning the body after using the toilet, and wearing clean clothes form the foundation for developing healthy lifestyle habits that will carry over into later life (Tungka et al., 2025). Therefore, families play a crucial role in instilling these habits from an early age through continuous practice.

Based on the research results, the most dominant aspect implemented by parents in Kayangan Hamlet is the habit of maintaining body and personal hygiene. Almost all informants teach children to bathe regularly, wash their hands before eating, clean their bodies after urinating or defecating, and maintain the cleanliness of other body parts. In addition, some parents also get their children used to wearing polite and clean clothes as part of their self-care efforts. These findings indicate that parents have a fairly good awareness of the importance of personal hygiene for children's growth and development.

The results of the observations also show that most children have begun to implement clean living habits in their daily activities. However, some children still require parental guidance and supervision, especially regarding hygiene after using the toilet or when cleaning certain body parts. This is normal, considering that children aged 4–6 are still learning and not yet fully independent in self-care. Therefore, consistent parental guidance and guidance are crucial for the success of these habits.

Based on Albert Bandura's social learning theory, children's hygiene behaviors are inextricably linked to the process of observing and imitating their surroundings. Bandura explains that children learn by observing the behavior of others, especially their parents, who

are the closest figures to them (Talibandang & Langi, 2021). When parents consistently demonstrate handwashing, personal hygiene, neat dressing, and proper self-care, children tend to imitate these behaviors. Thus, the success of instilling the habit of maintaining personal hygiene in children is not only determined by the advice given by parents, but also by the example they set in their daily lives.

From an Islamic educational perspective, maintaining bodily cleanliness is part of an effort to maintain one's nature and self-respect (Lubis et al., 2024). Cleanliness is not only related to physical health but also has important spiritual and moral values in a child's life. Instilling the habit of cleaning the body, maintaining modesty, and wearing appropriate clothing from an early age can help children understand that the body is a trust that must be properly cared for (Ismiulya et al., 2022). Therefore, maintaining good hygiene can be an effective entry point for parents to gradually introduce sexual education according to their child's developmental level.

Based on the research findings, it can be understood that parental care practices in Kayangan Hamlet regarding hygiene and personal care have been implemented quite well. Parents routinely guide their children in maintaining personal hygiene through various daily activities, so that the values of clean living have become part of the children's learning process from an early age. Compared with sexual education materials related to the private body or touch boundaries, aspects of personal hygiene are more easily accepted because they are considered part of the general health education provided to children. This condition shows that parents have good awareness in forming positive habits related to body care. However, in order for children's sexual education to be more comprehensive, it is necessary to broaden parents' understanding that sexual education also includes recognition of the personal body, respect for privacy, and the ability to protect oneself from potentially dangerous behavior. In this way, children can obtain more complete provisions to maintain their health and safety.

The Impact of Parenting on Early Childhood Sexual Education in Kayangan Hamlet, Sandik Village, Batu Layar District

Based on the research results, the parenting applied by parents in Kayangan Hamlet has an impact on the development of children's understanding and behavior in aspects of sexual education. These impacts are evident in children's increased awareness of their bodies and privacy, the development of personal hygiene behaviors, the emergence of basic self-protection skills, and the establishment of more open communication between children and parents. Although each child's level of understanding varies, interviews indicate that children who receive more intensive guidance, familiarization, and communication from their parents tend to have a better understanding of their bodies and how to care for themselves than children who receive limited explanations. These findings demonstrate that families play a crucial role in shaping children's knowledge and behavior regarding sexual education from an early age.

The first impact identified was an increased awareness of children's bodies and privacy. Most informants explained that children were now able to recognize their body parts, understand the importance of maintaining personal hygiene, and begin to show embarrassment when certain body parts were seen by others. Some children also began to understand that certain body parts are private and should not be exposed carelessly. This condition shows that the sexual education provided by parents has helped children build awareness about their body identity. This awareness is an important foundation for the development of children's ability to understand their own boundaries and appreciate their own bodies.

These findings can be explained through Erik Erikson's psychosocial development theory, which states that children aged 4–6 years are in the initiative versus guilt stage (Nazwa, et al.). At this stage, children have a high level of curiosity about themselves and their surroundings. Children begin to actively ask questions, try new things, and develop an

understanding of their identity. Therefore, when parents provide explanations about the body, personal hygiene, and simple rules regarding bodily privacy, children will more easily understand and internalize this information into their daily behavior. In other words, parenting that provides space for communication and guidance to children can help form better self-awareness during early development.

The second impact found was the emergence of children's basic abilities to protect themselves from inappropriate touch. Although most parents have not explained in detail about private body parts and touch boundaries, some children have shown behaviors of avoiding actions that make them feel uncomfortable. For example, some children move away when their private body parts are touched by playmates or show discomfort towards jokes involving certain body parts. However, the impact on this aspect has not been optimally observed because most parents still consider their children not old enough to receive explanations regarding touch boundaries. As a result, children's ability to recognize safe and unsafe touch is still at an early stage and requires strengthening through more targeted sexual education.

Based on the findings obtained, the most prominent impact of parenting is seen in the formation of clean living habits and self-care behavior in children. The majority of informants stated that their children were accustomed to various activities that support personal hygiene, such as washing hands before eating, bathing regularly, cleaning themselves after using the toilet, maintaining clean clothing, and properly caring for certain body parts. These behaviors did not emerge instantly, but rather developed through a process of repeated habituation with parental guidance and supervision. These findings indicate that sex education packaged as an introduction to hygiene and body care is more easily accepted by parents because it is seen as aligned with health education and instilling the values of discipline and responsibility in children.

The phenomenon of developing self-care behavior in children can be analyzed using the social learning theory developed by Albert Bandura. According to this theory, children's learning occurs not only through direct information but also through observing the behaviors displayed by individuals in their environment (Feronica et al. al, 2021). Within the family, parents are the primary source of learning, indirectly shaping children's habits and behaviors. When parents routinely demonstrate good personal hygiene, body care, and healthy lifestyles, children will perceive these behaviors as worthy of emulation. Therefore, the successful development of self-care habits in children is the result of a learning process that occurs through interactions and parental role models in everyday life.

Another significant impact is the development of more open communication between children and parents. Several informants explained that children are more willing to ask questions about things they don't understand and are more open about sharing experiences they've had while playing or interacting with their surroundings. This open communication has a very important positive impact because it can help parents understand the various experiences their children have, including when their children face situations that could potentially endanger them. Open communication also allows parents to provide direction and guidance more effectively according to the child's needs.

Based on the research findings that have been analyzed, it can be seen that parenting in Kayangan Hamlet generally has a positive influence on the sexual education of children of this age. Early childhood. This influence is reflected in the development of clean and healthy living habits, increased awareness of children's need to care for their bodies, and the development of better communication between children and parents. In addition, children begin to understand the importance of self-care and demonstrate behaviors that support self-protection. However, the research results also revealed that education regarding personal body boundaries and touch boundaries is still not provided adequately by most parents. This situation results in children's understanding of self-protection from inappropriate behavior

not yet developing optimally. Therefore, efforts are needed to improve parents' understanding of early childhood sexuality education so that parenting encompasses all important aspects, including providing children with the knowledge and skills to recognize, avoid, and report acts that lead to sexual violence.

Conclusion

The research results show that parenting practices in sexual education for children aged 4–6 years in Kayangan Hamlet, Sandik Village, Batulayar District are carried out through introductions to body parts, private parts, habits of maintaining personal hygiene, and daily communication. This introduction generally occurs during routine activities such as bathing, dressing, playing, and direct interaction with children. However, parents' understanding and delivery methods vary. Some have explained which body parts should be protected and which should not be touched by others, while others still consider this topic sensitive and therefore have not conveyed it optimally. These differences are influenced by educational factors, culture, and parents' perceptions of sexual education.

Besides that, the parenting patterns implemented by parents have a positive impact on children's understanding of sexual education. This is evident in children's increased awareness of their bodies and privacy, their personal hygiene habits, their basic ability to protect themselves from inappropriate touch, and their more open communication with their parents. Children who receive more intensive support and communication tend to have a better understanding of their bodies and how to care for themselves. Therefore, families play a crucial role in shaping children's knowledge, attitudes, and behaviors related to sexuality from an early age.

Bibliography

- Abu Warasy, Ahmad Syakir Wildani, Nabil Safira Salamat, Nadhilah Nur Sabrina, Siti Hamidah. 2023 "Systematic Study of Types of Parenting in Children and Their Implications for Morals", *Journal of General Studies and Research*, Vol. 1, Number 2, April 2023
- Adelia Diningsih, The Influence of Parenting Education on Parents' Perceptions Regarding Sexual Education for Early Childhood in South Kotabaru Village, Matapura District (Thesis, Faculty of Medicine, UIN Raden Intan Lampung, Lampung, 2022).
- Anggraeni, Legina. (2017). Factors related to the level of parental knowledge regarding sexual education for early childhood at Kartika VIII-5 Elementary School, South Jakarta in 2014. *Golden Age: Journal of Early Childhood Education* 1.2 (2017).
- Anitasari, Bestfy, and Grace Tedy Tulak. (2023). "Understanding Early Childhood Sex Education through Health Education." *Journal of Community Service Creativity (PKM)* 6.1: 284-292.
- Ariantini, Nyoman Sri, Eka Lutfiatu Solehah, and Ayu Purnamasari. (2025). "Educating Children About Knowing Their Body as a First Step in Preventing Sexual Harassment." *Jompa Abdi: Journal of Community Service* 4.2: 190-195.
- Arif Munandar, 2022. *Quantitative and Qualitative Research Methods*, (Bandung: Media Sains Indonesia)
- Arjina Amalia S., Azzahra Fikriyatun N. 2021, *Smart Parenting*, (Bandung: Diva Press)
- Aspiatul Aini, 2021. *The Role of Parents in Sexual Education for Children Aged 4-6 Years in Brang Bulu Hamlet, West Sumbawa Regency*, (Thesis, Faculty of Medicine, UIN Mataram, Mataram)
- Dr. Arri Handayani, S. Psi., M.Si. 2021. et al., *Parenting Psychology*, (Yogyakarta: Bintang

Semesta Media,)

- Elzy Ramadany, 2021. The Role of Parents in Children's Sex Education (Case Study of Dusun Besar Village, Singarampati District, Bengkulu City, (Thesis, Faculty of Medicine, IAIN Bengkulu, Bengkulu)
- Evania Yufie," 2017. The Role of Parents in Providing Early Childhood Sexual Education", CARE (Children Advisory Research and Education), Vol.4, Number 2,
- Fadilah, Alma Nur, (2025) Wawan Hermawan, and Agus Fakhrudin. "Mapping of sexual education material in Islamic Religious Education textbooks based on child development phases." Tawazun: Journal of Islamic Education 18.3
- Hani Adi Wijono, 2021. "The Concept of Parenting Patterns from an Islamic Education Perspective", Journal of Student Studies, Vol. 1, Number 2.
- Ismiulya, Fidya, et al. (2022). "Analysis of the introduction of sex education to early childhood." Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini 6.5: 4276-4286.
- Jannah, Natasya Khofifah Aulia, Lusinta Kiswari, and Suwito Singgih. (2021). "THE IMPORTANCE OF PARENTS' ROLE IN PROVIDING EARLY SEX EDUCATION THROUGH CHILDREN'S COMICS." J. Educator. And Empowerment. Society 8: 61-68.
- Kamilla, Khairunnisa Nazwa, et al. (2022). "Erik Erikson's Theory of Psychosocial Development." Early Childhood Journal 3.2: 77-87.
- Khiyarusoleh, Ujang. (2016). Basic concepts of cognitive development in children according to Jean Piaget. DIALEKTIKA Journal of Elementary Education Thought and Research 5.1.
- Lailatul Masruroh, 2019. The Role of Parents in Sex Education for Early Childhood in Muslim Families in Bina Karya Baru Village, Putrarumbia District, Central Lampung Regency, 2019, (Thesis, FTK IAIN Metro Lampung, Lampung)
- Lestari, Dian Ayu, and A. Octamaya Tenri Awaru. (2020). The impact of sexual knowledge on adolescent sexual behavior in Manggala District, Makassar City. Journal of Socialization 7.1: 21-28.
- Lexi J. Moeleong, 2008. Qualitative Research Methodology, (Bandung, PT. Remaja Rosda Karya)
- Lubis, Nur Asiah, et al. (2024). "Sex Education in Early Childhood According to an Islamic Perspective (Al-Quran and Hadith)." BUHUTS AL ATHFAL: Journal of Education and Early Childhood 4.2: 190-206.
- Makiyah, interview with Dusun Kayangan, November 29, 2025
- Makmudi, Makmudi, et al. (2019). "The urgency of moral education in the views of Imam Ibnu Qayyim al-Jauziyyah." Ta'dibuna: Journal of Islamic Education 8.1: 17-37.
- Maria Ulfa, interview with Dusun Kayangan, November 15, 2025
- Misriaton, Raden Rachmi Diana, 2025. " Parents' Perceptions in Introducing Sex Education to Early Childhood", Bunaya: Journal of Child Education, Vol. 11, Number 2
- Muallifah. 2009. Psycho Islamic Smart Parenting, (Yogyakarta. DIVA Press)
- Muhammad Fauzi, interview with Dusun Kayangan, November 10
- Nhimas Galuh Andriana, Zirmansyah, 2018. "The Influence of Parenting Knowledge on Parental Involvement in Early Childhood Education Institutions", AUDHI Journal, Vol. 1, Number 1.

-
- Novi Suma Setyawati et al., 2025 "The Role of Parents in Early Childhood Sexuality Education at PAUD Banjarbaru", *PIJAR: Journal of Education and Teaching*, Vol. 3, Number 2.
- Opan Arifudin et al., 2021. "Basic Concepts of Early Childhood Education ", in Aji Abdullatif R (ed.), *epository.penerbitwidina.com*, (Bandung: Repository).
- Pahrul, Yolanda, et al. (2026). "Socialization of the Importance of Sex Education from an Early Age." *Journal of Community Service (ABDIRA)* 6.1: 1374-1379.
- Pawito, 2007. *Qualitative Communication Research*, (Yogyakarta: Lkis Yogyakarta)
- Putry, Miranti, and Shilvia Rahma Pratiwi. 2024. "Educating Elementary School Children to Know Their Bodies and Their Limits: Sexual Education for the Prevention of Sexual Harassment." *National Seminar on Community Service*. Vol. 1.
- Raniyah, Qaulan, and Nugraha Nasution. (2024). "Early childhood sex education from an Islamic perspective." *EDU SOCIETY: Journal of Education, Social Sciences and Community Service* 4.3: 1821-1829.
- Rita Nofianti, S.Pd., M.Pd., et al., 2024. *Parenting in the Formation of Islamic Children's Character Through Independent Learning Activities*, (Medan: Tahta Media Group).
- Silvia Anita Yuningsih, 2022. "Parenting and Early Childhood Sexuality Education at Alumna Islamic School", *Journal of Midwifery*, Vol 9, Number 2.
- Siti Fauziyah, Mohamad Rohman, 2012. "Sex Education for Children", *PRIMARY: Journal of Science and Elementary Education*, Vol 4, Number 2.
- Siti Hidayah, interview with Kayangan Hamlet, November 25, 2025
- Siti Musrifah Djunaidi et al., 2025. "Parents' Challenges in Implementing Early Childhood Sex Education: Systematic Literature Review", *Aulad: Journal Early Childhood*, Vol. 8, Number 1.
- Sugiono, 2016. *Understanding Qualitative Research*, (Bandung: CV Alfabeta)
- Sugiono, 2011. *Qualitative Quantitative Research Methods and R&D*, (Bandung : Alfabeta Publisher)
- Suti'ah, Interview with Kayangan Hamlet, November 8, 2025
- Talibandang, Feronica, and Fienny M. Langi. 2021. "The influence of parenting patterns on the formation of children's personality." *Journal of Psychology Humanlight* 2.1: 48-68.
- Tini Almahiti, interview with Dusun Kayangan, November 13, 2025
- Tritahjo Dauny Soseilo, 2021. "Implementation of Early Childhood Sex Education Parenting at Tunas Bangsa Ungaran PAUD, Semarang Regency", *Journal of Education and Culture*, Vol. 11, Number 1.
- Tungka, Endrico Xavierees, et al. (2025). "Counseling and Training on Clean and Healthy Living Behavior (PHBS): Teaching Kindergarten Children to Live Healthily and Cleanly from an Early Age." *Dharma Bhakti Ekuitas Journal* 10.1: 24-34.
- Tuty Alawiyah, 2019 "Sex Education for Children", *Journal of Gender and Child Studies*, Vol. 6, Number 1.
- Yulianti, Yulianti, Sri Utami, and Widia Febriani. (2023) "Family communication patterns in the formation of children's personalities." *Indonesian Journal of Educational Counseling* 7.2: 178-188.
- Zulkifli Lessy et al., 2022. "Parenting: Developing Early Childhood Abilities Within the Framework of Character Education", *Elementary and Childhood Education*, Vol . 3,

Number 3.