SEXUAL EDUCATION TO IMPROVE SEXUAL INFORMATION LITERACY IN CHILDREN 9-12 YEARS

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Abstract: Sexual information literacy is a set of skills that children need to process sexual information normatively. When the child starts to enter a period of sexual development in a more mature direction, a sense of attraction and curiosity leads the child to search for information. When children feel a sexual topic is too taboo to be discussed with adults, accessing information through the internet can no longer be controlled. Inaccurate sources of information can set children as victims as well as perpetrators of inappropriate sexual behavior according to applicable values and norms. One of the efforts that can be given in assisting healthy sexual development is through sexual education as an effort to increase sexual information literacy. Sexual education is considered effective in forming healthy sexual behavior for children and adolescents in the future.

Keywords: Sexual Information Literacy, Sexual education, Healthy Sexual Development

INTRODUCTION

One of the natural developments experienced by humans is sexual development. Sexual development is part of sexuality. Sexuality includes values, attitudes, feelings, interactions, and behavior. Children are constantly learning social norms and what is expected or appropriate in interactions and relationships. Each stage of sexual development contains healthy and general expressions of sexuality that children tend to display at different stages of development. (NSVRC, 2013)

The age group of children from 9 to 12 years begins to enter the preadolescent age phase, at this age children begin to enter the phase of puberty.

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In this phase of sexual development, a sense of attraction and curiosity is increased. The threats at this phase, when children feel the topic of sexual is taboo to be discussed with adults, then the child can try other ways. It is undeniable, that the flow of the development of science and technology can be a source of fast information search for children. Exposure to information seen or heard is difficult to filter again. Each individual can get an advantage or disadvantage from the information obtained, and not all information distributed is information that can be used for all ages.

One topic that is vulnerable for children to access is the topic of sexuality. Brown (2002) states that sexual content in the mass media can affect awareness, beliefs, and the possibility of actual sexual behavior, on the one hand, the topic of sexuality is still felt taboo to be discussed together with children, and the mass media may be very important for children and adolescents to develop their own sexual beliefs and behavior patterns because parents and schools remain reluctant to discuss sexual topics (Brown, 2002). Without the supervision, understanding, and maturity of children, the child's attitude in understanding and following up on sexual information is something to be aware of.

Lack of sexual information literacy and the selection of inappropriate media and sources can pose a risk of exposure to wrong sexual information and pornography. The increasing exposure to negative sexual content is one of which is motivated by the development of the internet. The development of the internet is closely related to the accessibility obtained by individuals. For example, exposure to pornographic content, using the internet, has allowed individuals to access an unlimited supply of free and varied material. Online pornography can be accessed from almost anywhere. The Internet supports the global spread of pornography through machines with the following strengths: accessibility, affordability, and anonymity (Cooper, 1998, in Hornor, 2020). Traditional pornography requires magazines or movies from the store or friends or watching television programs, the presence of physical goods will increase detection by parents. Online media exposure is much more difficult for parents to incorporate than traditional media exposure (Collins et al., 2017).

In Ideal and appropriate conditions according to various theoretical references, the process of seeking sexual information on children must be carried out under the control and warmth of parents. Parental control involves monitoring and stopping certain internet-related behaviors, guiding and/or setting rules. Parental warmth is characterized by investment in communicating

with children and providing support. (Valcke, et al, 2010), but on the other hand parental supervision has weaknesses, such as the fact that few parents understand the culture of children's internet use. The use of social networks by children and adolescents often astonishes parents as a result of development, while on the other hand, the problems of security, privacy, and cyberbullying are complex, both technically and psychologically. these factors point to an urgent need to encourage parents to engage with their children and prohibit children's online activities. Parental involvement in online activities allows parents, guardians, educators, and other trusted influencers to protect children and youth from harm ("Children and the Internet | Internet Society," 2012).

To avoid various risks in browsing information using internet media, monitoring carried out by adults around and developing sexual information literacy has the same urgency. Empowering children by equipping sexual information literacy, will teach and encourage children to master the selected and used media information, and how to make good decisions (alone and in groups), so that they will grow up to become responsible and trusted influencers. ("Children and the Internet | Internet Society," 2012).

The need for developing sexual information literacy at the elementary school level is also indicated by data obtained from research in collaboration between Kominfo and UNICEF in tracking internet use in Indonesia (all over the country, rural and urban areas). The results showed that the largest age group of internet users in Indonesia was the age group of 10-19 years. The number of internet use by children and adolescents in Indonesia is so high that its application is often not paid attention to. Ideally, children who are guided by parents and/or educators in understanding the consequences and dangers of using the internet in accessing information will limit the use of the internet and social media, and be careful about what information is shared with the public. But in fact, from the simplest thing, the use of social media is done too early than the set age limit. generally the rules for using social media are at least 13 or 18 years old. Global research conducted in 25 countries by the European Union Kids Online in collaboration with the European Commission's Safer Internet Program shows that as many as 28% of children aged 9-10 years and 59% of children aged 11-12 years have social media sharing their profiles ("Children and the Internet | Internet Society," 2012).

While research in the Indonesian region conducted by Fitri (2017) shows that the use of social media for grade 6 students in an elementary school in Tasikmalaya shows that children have been active in social media for 12 years,

the data obtained also shows that children -children in the study had more than one social media account, the use of social media that could be accessed from the monitoring of parents and teachers, and the use of social media were often carried out until they lost track of time.

Based on the results of the study, it shows that the use of social media too early can increase the risk of exposure to negative content as a result of the absence of supervision by parents, educators, and adults and the lack of sexual information literacy as a control for children in accessing information. Research conducted by Rahmania & Haryanto (2017) showed that 73% of 55 students in grade 5 who had been involved in research saw pornographic content accidentally through YouTube and Instagram; and 21% of students (16 children) have seen pornographic content intentionally through YouTube and Instagram (Rahmania, 2017). A similar study at the junior high school level to examine the behavior of exposure to pornographic and sexual material in junior high school students showed that the initial exposure of junior high school students in the study began in the 5th grade of elementary school. In a study involving students in grades 7-9 with a total of 1415 students at a public school in Mataram City, it was revealed that 91% of students had been exposed to pornographic material (Mariani & Bachtiar, 2010).

Based on this explanation, it can be understood that providing children with sexual information literacy is something that deserves to be studied because the information obtained by children can affect children's behavior in the future. The roles needed to help children develop sexual information literacy need to be carried out by various parties, both in the family environment, school environment, and community environment. In the context of formal education, the role of schools plays an important role in creating a safe and healthy environment for children's growth and development.

The role of schools as education providers, to achieve the quality and goals of national education, will integrate three components of the education system which include management and leadership components, educational learning components, and independent guidance and counseling components. Increasing sexual information literacy is a field of guidance and counseling that focuses on developing students' potential in the personal and social spheres. Guidance and counseling programs that have a basic or basic preparation are needed because guidance and counseling is a systematic, objective, logical and sustainable effort (Farozin, M., et al 2016).

Sexual information literacy training is part of sexual education that can apply various learning methods and strategies. Sexual education is considered effective in forming healthy sexual behavior for children in the future. Sexual education is related to efforts to help children in developing attitudes and patterns of sexual behavior that are acceptable to society (according to values and norms), desired social roles or responsibilities, and relationships between two different sexes (Eggert, C, 2005). Precisely the stimulus provided will encourage individuals to use the capabilities contained in the development process. The most effective stimulation occurs when an ability is developing normally (Hurlock, E, 1980).

The importance of sexual education is not only to prevent unexpected child actions but also is needed by children to be able to take action if there are external threats to the child. Through sexual education, children will learn about body and self-safety. Children who do not know about the topic of sexuality and body safety are more vulnerable to sexual harassment (Wurtele & Berkower, 2010 in Wurtele & Kenny, 2011).

METHODS
Sexual Information Literacy
The use of the term information literacy was first coined by Paul G. Zurkowski in 1974, in a report to the National Commission on Libraries and Information Science. Since the beginning, several concepts of information literacy have been raised in Zurkowski's report. First, information is not knowledge before being manipulated. Second, knowing how to handle information so that it can be used effectively to solve problems is the essence of information literacy (Badke, W, 2010).

Information literacy according to Breivik and the American Library Association (in Spitzer, k, Eisenbetg, M, Lowe, C, 1998, p. 26) is defined as the ability to find, evaluate, use, and then communicate information effectively to solve certain problems or make a decision. Sources of information can be obtained from books, government agencies, films, conversations, posters, the internet, and various other media.

The Chartered Institute of Library and Information Professionals (CILIP) a library and information institution in the UK 2018 set a new definition of information literacy which is defined as the ability to think critically and make balanced judgments about the information found and used. Information

literacy is concerned with information in all forms of media: not only print, but also digital content, data, images, and the spoken word (Gus, 2018).

Individuals who are competent in processing incoming information will be able to effectively identify, access, evaluate and utilize information in various formats, and be able to choose the right media for communication, including knowledge and attitudes related to ethical and social issues around information (California Academic and Research Libraries Task Force, 1997, in Spitzer, k, Eisenberg, M, Lowe, C, 1998)

The term information literacy in research refers to sexual information literacy, meaning a set of skills needed to identify information needs and sources, access information, evaluate, and use and communicate effectively, efficiently, and ethically on sexually related information (Julien, H, Barker, S, 2009, p. 1). Sexual information in question is material related to the sexual development needs of children and information that describes sexual behavior, which is described explicitly, or implicitly, or includes sexual language (Brown, J, 2002).

So individuals or students who are can display sexual information literacy will be able to process information in appropriate ways as a result of thinking to understand personal needs in finding the right information needs based on their development.

Sexual information literacy is a set of skills needed to identify needs and sources of information, access information, evaluate information, and use and communicate effectively, efficiently, and ethically related to sexual information (Julien & Barker, 2009), covering aspects of the use of information technology and safe communication, media literacy and sexuality, peer norms and influences on sexual behavior, communication skills, rejection and negotiation (UNICEF, 2018).

Sexual Information Literacy Development (9-12 Years)

The development of sexual information literacy in children cannot be separated from the sexual development of children. Students in primary schools in the age group 9-12 years are in the late stages of child development during which period the child begins to mature sexually. Physical and sexual development occurs quickly but varies from one child to another. Some children enter the stage of puberty earlier than others. Girls tend to enter puberty earlier than boys. The time difference between children, makes some children feel awkward about changes in their bodies, (Sukadji in Safitri, 2017). The average

age of girls entering puberty is between the ages of 10 and 11 years while boys are between 11 and 12 despite normal changes in puberty can begin from the age of 8 for girls and 9 for boys (Wurtele & Kenny, 2011).

Reproductive physical maturity is generally achieved earlier than emotional readiness or maturity this causes not all sexual behavior, especially reciprocal relationships to be carried out with full awareness and responsibility. (Kaltiala-Heino, Marttunen, & Fr ojd, 2015; Kastbom, Sydsjo, Bladh, Priebe, & Svedin, 2015; Savioja, Helminen, Frojd, Marttunen, & Kaltiala-Heino, 2015, 2017; Cacciatore, Poikela, & Kaltiala, 2015; 2019).

The development of children's sexual information literacy cannot be separated from media literacy, about how children develop media literacy in relation to television and video shows (Dorr, 1986; Lemish, 2007; Livingstone, 2014). Based on Piaget's theory of cognitive development, the researchers concluded that children under the age of seven tend to process information that is seen on television as something real (Livingstone, 2014). Other characteristics of sexual development that affect the development of children's sexual information literacy occur when children aged 2-5 years begin to question the origin of the baby, question their body or other people, and their functions (Coleman & Charles, 2009).

Entering elementary school age, children in the age group of 8-12 years begin to process the information they receive more critically, cognitive maturity at elementary school-age development allows children to understand that the impressions they see are not 'real' stories about the world. However, the cognitive development possessed by the group of children aged 8-12 years does not make them able to safely assess the truth of the information conveyed, this happens because the information displayed or described is too complex to understand. understand the messages conveyed. Since around the age of 12, children's cognitive development is getting closer to that of adults, but children still have to continue to learn, with ongoing social development (Livingstone, 2014).

In addition, the development of children's sexual information literacy is also influenced by the sexual development experienced by children. When children are in elementary school behavior, especially when children are approaching puberty (9-12 years), curiosity about adult sexual behavior increases, and children are more likely to start looking for sexual content on television, movies, and print materials. Peer relationships are tinged with jokes and "dirty" stories are becoming commonplace. Children approaching puberty

also show an interest in romantic relationships with their peers (Coleman & Charles, 2009).

In addition to an interest in romantic relationships, late childhood (9-12 years) also begins to focus on games, family, school demands, and friendships centered on shared interests. In the next stage, namely adolescence, adolescents begin to focus on efforts to gain autonomy and individuality, and face important social development tasks in building sexual identity, feeling valued, and building meaningful relationships (Livingstone, 2014). Approaching the puberty stage towards adolescence, peer relations and the use of social media as a means of exchanging information greatly colors the development of sexual information literacy, the use of social media is a tool that can facilitate adolescent development, such as facilitating self-expression (in the activity of designing and updating profiles), building trust (in the activity of understanding the meaning of messages conveyed by friends) sharing intimacy (for example, by managing privacy settings) and taking steps into the adult world (for example, by joining certain communities or forums that have a large number of adults) (Peter and Valkenburg, 2012).

Children's Sexual Information Needs

Late childhood is often also referred to as the early adolescence stage, where in the early adolescent group phase the characteristics of sexual development have emerged. Characteristics of sexual development require knowledge and understanding of children. Adjie (2013) states that the need for knowledge and understanding of appropriate sexual information for children is motivated by the threat of HIV, the increasing number of births in adolescents due to lack of access to sexual education or reproductive health, and the services needed (Adjie, 2013). The need for appropriate sexual information is not only to avoid disease but also the need to achieve mental and sociocultural health because the knowledge gained will be the basis for healthy behavior at the next stage in life. Sexual information provided to adolescents is information that helps adolescents become adults they need to make responsible decisions.

Adjie (2013) describes that the basic knowledge related to sex needed by preadolescents will be related to the system, process, and function of the reproductive organs (aspects of adolescent growth and development); the influence of social and media on sexual behavior; violence, sexual harassment and how to avoid it; the need for sexual information when the child is a teenager increases about why adolescents need to mature at the age of marriage and how

to plan pregnancy by the wishes of their partners and their partners; sexually transmitted diseases and HIV/AIDS and their impact on reproductive health conditions; dangers of using drugs/drugs on reproductive health; develop communication skills, including strengthening self-confidence to be able to ward off negative things; reproductive rights.

Based on the sexual information needed for child development, the process of sexual information literacy as a skill will require initial skills for children to be able to identify their sexual information needs, often information seeking decision-making is also influenced by the characteristics of the sexual development of children and adolescents that encourage curiosity related opposite sex relationship. Research conducted by Lestari, et al (2011) in Surakarta involving a group of adolescents aged 11-18 years as many as 530 adolescents aged 11-18 years (consisting of 261 boys and 269 girls), obtained the results that boys In general, they are more interested in knowing about sexual relations, especially those related to the techniques, while girls are more interested in sexual behavior and its consequences. However, as many as 32.27% of adolescents want to know information that is more appropriate to their developmental stages, such as understanding sex in a broad sense, reproductive and psychosexual systems, and sexual problems. 26.68% of adolescents answered that they did not want to know or did not answer.

Children's exposure and interest that encourages sexual information seeking are also described in research related to internet use, research conducted by Rahmania, T & Haryanto, H. (2017) at Islamic elementary school X in Jakarta to sixth-grade students with 75 participants. people, the results of the study stated that 55 out of 75 people answered that they had been exposed to pornographic content by accident. Accidental exposure to 47 students (85%) occurred while opening youtube. 18 students (32%) have been exposed to pornographic content when opening Instagram. 11 students (20%) have been exposed to pornographic content when opening the web or other social media in this case line, WhatsApp and google, 9% or 5 students have been exposed to pornographic content when opening FB (Rahmania, 2017).

The research sample also obtained data that 16 students (21%) had searched for pornographic content intentionally. Of the total 16 students, 9 students have searched for pornographic content through YouTube. 3 students have searched for pornographic content through Instagram and the web or other social media in the form of line and google. One student once searched for pornographic content through Facebook.

Based on the references of various theories and previous research regarding the need for sexual information, it can be realized that the need for sexual information in children is not only related to avoiding promiscuity, the impact of pornography, or sexually threatening diseases. However, the sexual knowledge possessed will be needed to support personal development, to develop healthy individuals who can adapt to the community.

Sexual Education

Sexual education is more than just instruction to children and adolescents about the anatomy and physiology of biological and reproductive sex. Sexual education includes healthy sexual development, gender identity, interpersonal relationships, affection, sexual development, intimacy, body image, and prevention of sexual behavior that is risky for all children and adolescents, including people with disabilities, chronic health conditions, and other special needs (Martino, et al., 2008)

Developing healthy sexuality is an important development milestone for all children and adolescents who depend on obtaining information and forming attitudes, beliefs, and values about consent, sexual orientation, gender identity, relationships, and intimacy (Swartzendruber & Zenilman, 2010).

Sexual education is a curriculum-based teaching and learning process that covers the cognitive, emotional, physical, and social aspects of sexuality. Sexual education aims to equip children and adolescents with the knowledge, skills, attitudes, and values that will empower them to 1) realize their health, well-being, and dignity; 2) develop respectful social and sexual relations; 3) consider behaviors that affect the well-being of themselves and others; and, 4) understand and ensure the protection of their rights throughout life (UNESCO, 2018).

Sexual education is provided by taking into account the needs and sexual development of children. Sex education aims to equip children and young people with the knowledge, attitudes, and skills that will empower them to realize their health, well-being, and dignity; consider the well-being of others affected by their choices; understand and act upon their rights, and respect the rights of others by 1) providing scientifically-accurate, incremental, age- and developmentally-appropriate, gender-sensitive, culturally relevant and transformative information about the cognitive, emotional, physical and social aspects of sexuality; 2) providing young people with the opportunity to explore values, attitudes, and social and cultural norms and rights impacting sexual and

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social relationships; and 3) promoting the acquisition of life skills (UNESCO, 2018, p.34).

Referring to the explanation in the introductory section namely the misuse of information seeking on the use of technology, and the lack of awareness or understanding in protecting the body. Interventions through sexual education are focused on two main topics, namely 1) violence and security; and 2) skills for health and well-being.

DISCUSSIONS

Sexual information literacy as a set of skills is needed by students who are heading into the adolescent phase. The importance of mastering sexual information literacy is shown by data showing that the largest internet use in Indonesia is the age group 10-19 years (UNICEF), the use of social media that does not follow the age limit rules, and minimal parental supervision (Internet Society, 2012; Fitri, 2017; exposure sexual content in children on the internet and social media (Rahmania & Haryanto, 2017; Mariani & Bachatiar, 2010), besides the importance of sexual information literacy due to the selection of inappropriate sources of information, children make peers as their main information (Dewi, 2012; NCTSN, 2009; Hillier in Walinh, 2019; Lestari, 2019) and other digital-mass media sources (Bleakley, 2009; NCTSN, 2009). Peer relationships are felt to be more equal, and there is a tendency to feel taboo about discussing sexual topics with others. adults (Rubin, K, Bukownski, W, Bowker, J, 2015).In addition to the importance of monitoring from adults, providing children with sexual information literacy is a step to equip and empower children to wisely and responsibly use and utilize sexual information (Internet Society, 2012).

Sexual information literacy is a set of skills needed to identify needs and sources of information, access information, evaluate information, and use and communicate effectively, efficiently, and ethically regarding sexual information (Julien, H, Barker, S, 2009), including aspects of safe use of information and communication technology, media literacy and sexuality, peer norms and influence on sexual behavior, communication skills, rejection and negotiation (UNICEF, 2018). Children's skills from the security aspect show that children are not too aware of the importance of personal data and the need to limit personal data. share personal data widely on the internet. A study conducted by the Internet Society (2012) showed that as many as 28% of children aged 9-10 years and 59% of children aged 11-12 years already have social media that share

their profiles. Lack of sexual information literacy and sources of information needed by children have also encouraged children to seek pornographic content intentionally through Youtube and Instagram (Rahmania & Haryanto, 2017).

The implementation of sexual education can be applied with various strategies and learning methods that can facilitate students to increase sexual information literacy. Guidance and counseling basically helps students to be independence. Build understanding and insight about themselves and their environment (Sutirna, 2019). The process of guidance and counseling services can be provided in a group setting. the provision of group guidance services leads to a process of problem prevention and personal development. The activities of group guidance activities focus on providing information or experience through organized and planned activities. Group guidance is an effort to prevent problems from developing and personal development is carried out through the process of providing the information needed, such as related to educational, personal, social, and career information. Through the process of providing information in group guidance activities, it is hoped that students will be able to make appropriate life plans and decisions in the future (Natawidjaja, 2009).

The purpose of sexual education as an effort for children to achieve personal well-being is in line with the functions and objectives of group guidance activities, namely as a process of problem prevention and personal development. Sexual education through the power of group guidance, one which can take advantage of the influence of individuals on other members, and as a means of exchanging experiences among members that can affect the success of service delivery (M. Surya and Rochman Natawidjaja in Rusmana, 2009). Creating a positive learning environment, as well as a creative learning process can encourage the success of students in sexual education materials. This is shown in the results of Safitri's research regarding the provision of sexual education in a group setting. Safitri's research input (2017), providing material on sexuality to groups of children in elementary schools, must be provided with a creative learning process that can attract children's enthusiasm to be involved and participate in activities.

In addition, previous research on Mayasari (2018) regarding the process of sexual education for students at Kanisius Sengkan Elementary School Yogyakarta through reflective learning, shows success in students understanding sexual material, because the learning process helps students process material by reflecting on values and daily experiences day.

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CONCLUSION

The right sexual information is needed by children and adolescents, but on the other hand, there is so much sexual information that leads to pornography. Sexual information can influence a child's future sexual development and sexual behavior. Parents, schools, and communities need to understand why it is important to teach sexual information literacy to children who are entering the teenage phase. Properly designed and implemented sexual education can provide children and youth with the understanding, awareness, and skills they need to navigate adult sexual life.

In the scope of formal education, the provision of guidance and counseling services through group strategies with creative learning methods is considered effective for providing materials on sexual education. Success in teaching sexual education to improve sexual information literacy in children aged 9-12 years will help them to increase learning, thinking, and understanding about puberty, sexuality, healthy relationships, and reproductive health. Sexual information literacy is needed to support the well-being of children and adolescents, healthy development, protection, and a good chance of living in the future.

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