

## Integrating sex education in fiqh and natural science subjects at madrasah ibtidaiyah

Tasliyatul Muhimmah<sup>1</sup>, Miftahuddin<sup>2\*</sup>

<sup>1,2</sup>IAIN Salatiga, Indonesia

\*Email: [miftahuddin@iainsalatiga.ac.id](mailto:miftahuddin@iainsalatiga.ac.id)

### Abstract

Sex education is not independent as a specific subject in formal education, but its material or content can be found in some subjects, such as Fiqh for the 5<sup>th</sup> Grade in the chapter of menstruation and khitan, and Natural Science for the 6<sup>th</sup> Grade in the chapter of human development and growth. This research aimed at knowing the lesson plan, their implementation, and the participation of the school committee in the implementation of sex education. This research used the qualitative method through interviews and documentation in collecting the data. The results showed that most of the teachers of the two subjects have compiled lesson plans but have not implemented them optimally, and there is no participation of the school committee in the implementation of sex education.

**Keywords:** Sex Education, Lesson Plan, School Committee

### INTRODUCTION

Sexual harassment cases are often seen from the closest environment and mass media information (Magfiroh et al., 2018; Nur, 2020; Widyaningrum, 2021; Yantzi, 2009). They range from simple cases such as the lack of boundaries between men and women in association to crucial cases that cause the loss of a person's life due to sexual harassment. One of the possible efforts to minimize them is providing sex education. It is hoped to provide a picture of a person's positive attitude towards issues related to sex, with a note that sex education is given according to size and capacity. child's age

(Indra, 2017; Lubis, 2016; Rahim A, 2011; SARTINA, 2017; Setiawan, 2019). Parents and educators must have the courage to change their views on sex education which is considered taboo, into an educational domain that should be given straightforwardly. Sometimes people still think that sex education is very taboo given to their children. The word "Saru"<sup>1</sup> is often stated by adults when a child asks about sex issues. This happens because general people think that sex issues do not need to be taught. After all, later the children will find out for themselves.

Research conducted by Pakasi and Reni Kartikawati shows that sex education conducted in schools is not comprehensive and does not follow the reality of sexual behavior, which has implications for students' limited knowledge. Besides that, they tend to construct adolescent sexuality as taboo and dangerous. (Pakasi, 2013). Sex education should be given to children to understand the nature of sex education to not fall into dangerous things. (Adi, 2016; Rohmaniah, 2021; Setiawan, 2019; Supriatna, 2010; Zulaeha, 2019). The research shows that proper sex education can prevent free sex, unwanted pregnancy, abortion, sexual harassment/rape, and disease transmission. Sex education is carried out to provide an overview of sex. It is not merely an overview of how to have sex itself, but also how a person positions himself according to gender with different tasks and developments. (Zubaedah, 2016). School as a formal educational institution has a responsibility to provide moral education, which is sex education, to students.

---

<sup>1</sup> A word in Javanese which means impolite

Eisen quoted by Qibtiyah said that several research findings stated that formal sex education could change behavior, either delaying or reducing students' early sexual behavior (Qibtiyah, 2006). As an essential component in formal education, teachers are expected to present materials related to sex straightforwardly and politely so that students do not fall into wrong sources, causing misinterpretations.

Fiqh and Natural Sciences (IPA) are chosen because some of those subjects' theme content will be directly related to sex issues. Meanwhile, in this case, Madrasah Ibtidaiyah (MI), Islamic educational institutions, are appointed as research places because the learning materials will be related to Islamic laws, especially the materials in Fiqh subjects. Therefore, the materials, especially about sex, will be linked to religious law. The priority problems in this study include the assumption that sex education is not essential for students. In addition, some teachers still feel hesitant to give it straightforwardly so that students do not understand it well according to their age.

According to above explanation, this research will describe lesson plans for Fiqh and natural science subjects made by teachers in carrying out sex education; implementation of lesson plans for Fiqh and natural science subjects related to sex education; and the role of madrasah committees in the implementation of sex education. Zubaedah stated that Islamic Kindergartens in Yogyakarta City have provided sex education to their students in various ways, including toilet training, inculcating religious values about the importance of covering *aurat*, parenting, introduction to body anatomy and its functions (Zubaedah, 2016).

Various studies on the role of parents in sex education for adolescents stated that the role of parents is significant in providing sex education to their children (Listiyana, 2010; Safita, 2013; Sulistianingsih & Widayati, 2016; Wahyuni, 2018; Yafie, 2017). Grose mentioned that sex education can be used as an essential resource to enhance gender equality relations further. (Grose et al., 2014) Research conducted by Margarida Gaspar de Matos, Marta Reis, Lucia Ramiro, Jose Luis Pais Riberio dan Isabel Leal titled "*Sexual Education in Schools in Portugal: Evaluation of a 3 Years Period*" (de Matos et al., 2014) discussed how schools in Portugal implement sex education. The results stated that the implementation was carried out well/very well (83.7%). However, the exposure of the result stated that the teachers regretted that sex education was only included in 2 subjects, namely Natural Science and Biology

Pramasti and Priyanto conducted a research that described the early prevention of sexual violence in children was done and it shows that all research subjects agree that early prevention programs against sexual violence in children are very necessary to be carried out with various aids, such as pictures, comics, caricatures or audio visuals. (Paramastri & Priyanto, 2010). A research done by Lindberg and others described changes in adolescents after receiving sex education (Lindberg et al., 2016). This study was conducted in the United States with the aim of knowing the changes in adolescents after receiving sex education from formal institutions and parents. The results showed that there is a significant decrease in adolescent girls after receiving sex education from formal institutions on these issues. For teenage boys, it looks very significant on the issue of birth control,

especially in non-metropolitan areas. The decline has not been so visible from the sex education provided by parents. Researchers examine changes from 2006–2013.

In addition, research conducted in Scotland described the factors that support and hinder the implementation of teachers in delivering sex education programs (Buston et al., 2002). Moreover, research conducted by Diana and Kartikawati (Pakasi, 2013) shows that sexuality education and reproductive health in schools so far have not been comprehensive and in accordance with the reality of sexual behavior and sexual risks faced by adolescents. This has implications for students' knowledge which is still limited.

#### *Definition of sex education*

Sexuality in general, is something related to the genitals or matters relating to intimate relationships between men and women. (Safita, 2013). Sex education is a piece of knowledge about everything related to sex, the growth of sex, the function of the genitals as a means of reproduction, and changes in hormones (Qibtiyah, 2006; Safita, 2013). Sex education discusses issues related to reproduction and issues of habits/customs, religion, art, morals, and law (Duncan, 2016; Qibtiyah, 2006; Saint-Hilaire, 2014; Wringe, 2006). Sex education in this research is a transfer of knowledge about sex given by teachers in a formal institution, related to sex, reproductive organs, and hormone development as seen from religion and morals integrated in Fiqh and Natural Science subjects. Sex education, according to Bruess and Greenberg, not only prevents the negative impact of sexual behavior at an early age and emphasizes providing correct and straightforward information

about sexual behavior and trying to understand human sexuality as an important part of the overall personality. (Qibtiyah, 2006). Sex education, especially for children at puberty, is a provision to meet various changes in growth (Kakavoulis, 2001; Walker\*, 2004; Whitehead, 1994). Another important goal of sex education is to form a healthy emotional attitude towards sexual problems (Safita, 2013).

#### *Sex Education in Islamic Perspective*

Islam is a religion that teaches about all knowledge, including knowledge about sex. The God's word in QS al-Mu'minun verses 12-14, describing human creation, indicates that learning about sex is important for both men and women. One Islamic teaching concerning sex education is also seen in the recommendation to have an attitude of shame. Shame is part of faith. The shame here is related to the concept of genitalia in Islam, where humans should have shame when they reveal their genitals in front of those who are not their relatives because when the genitals are exposed in public, it will have implications for the emergence of stimuli that should not appear. However, when every human covers their genitals according to Islamic teaching, undesirable things can be prevented. Sex education is essential to be given. It can be seen from several Islamic teachings that highlight it. Qibtiyah stated that when sex education based on Islamic teachings does not exist, then the possibility of misunderstanding about sexual information will occur. (Qibtiyah, 2006).

## METHODS

This is a field research using a qualitative method (Miles & Huberman, 1992), conducted at MI Ma'arif Pulutan Salatiga, MI Ma'arif Global Salatiga, MI Ma'arif Kauman Kidul Salatiga. Informants selected for this research were 3 MI madrasah principals in Sidorejo sub-district, 3 Fiqh teachers and 4 MI science teachers, and one madrasah committee chairman.

Data collection methods were interviews and documentation. Interviews is the primary method to explore the extent to which informants apply sex education contained in Fiqh and Natural Science subjects, while documentation is used to obtain information about the form of learning plans and assessment forms used by teachers .

The data are analyzed by qualitative data analysis technique. The steps are data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1992). This study uses triangulation of data sources, by comparing and checking back the degree of trustworthiness of information obtained from one informant with another (Breitmayer et al., 1993; Oliver-Hoyo & Allen, 2006; Triangulation, 2014).

## DISCUSSION

### **Planning and Implementation of Integrated Sex Education Learning in Fiqh and Natural Science Subjects at Madrasah Ibtidaiyah**

Sex education is an effort to teach, raise awareness, and provide information on sexual issues to children, keeping children free from un-Islamic habits and closing all possibilities towards forbidden sexual relations (Grose et al., 2014; Rahmawati, 2020; Setiawan, 2019). Teaching, explanation, and

raising awareness are the duties of adults to children, especially parents at home and teachers at school. In providing material regarding sexuality to children, several things should be considered: their age. Besides that, in delivering the material, it should not be convoluted, and there should be no lies nor vulgarities to avoid students' or children's misconceptions. Educational institutions at the Madrasah Ibtidaiyah (MI) level have also delivered sex education materials. Although there is no 'sex education' subject, its materials can be found in certain subjects, including Fiqh for the 5<sup>th</sup> Grade and Natural science in 6<sup>th</sup> Grade. For MI graders, it is only limited to introducing the developments experienced by children, for example, menstruation, circumcision, and female reproductive development.

Alimatul Qibtiyah stated that the scope of sex education is sexual development, human creation, differences in male and female sexual anatomy, sexual desire, sexual orientation, sexual intercourse, masturbation, abortion, contraceptives, adultery, circumcision and mut'ah. (Qibtiyah, 2006). When viewed from the integrated materials in the subjects of Fiqh for the 5<sup>th</sup> graders and Natural science for the 6<sup>th</sup> graders, the integrated sex education in these subjects is only an introduction so that children do not feel confused or awkward when they experience it themselves and as a preventive measure against sexual behavior. Unwanted sexual behavior. On reproductive issues, the materials include menstruation to be more careful and not fall into forbidden sex. Once the importance of sex education material as a provision in dealing with hormonal changes at the puberty to avoid mistake.



In delivering the integrated sex education material in these subjects, the teacher should have a learning guide as a reference in teaching. The learning process will be systematic and well-directed following the materials, especially sex education material related to sexuality. The reference is called as the Lesson Plan. Prastowo stated that the lesson plan outlines the content to be taught, the motivational techniques to be used, the materials needed, specific steps and activities, and assessment procedures (Prastowo, 2017). Regulation of Ministry of Education and Culture No. 81A/2013 stated that the Lesson Plan is a plan developed in detail from a particular subject or theme that refers to the syllabus. Lesson Plans should at least have learning objectives, learning materials, learning methods, learning resources (learning media), and assessment (Regulation of Ministry of Education and Culture, 2013). When the Lesson Plan does not have the minimum components mentioned above, it is still not considered perfect. The lesson plans made by teachers implementing sex education at some MI in Sidorejo District in the material were compiled from various sources. Some were sourced from copying from sites such as Google, making their own, some were copying from existing lesson plans. Judging from the data above, it is clear that not all teachers have prepared their lesson plans for the sex education materials. A good lesson plan should take into account the circumstances of each institution. The media available in the madrasah environment certainly needs to be considered in the preparation of a Lesson, so it can be carried out properly, not merely used as a means of fulfilling administration which is an obligation for a teacher. Moreover, sex education material can be

considered crucial because there is still an assumption that this education is taboo for MI age.

The implementation of the Learning Plan has not fully referred to the Lesson Plan that has been prepared. This can be seen from interviews with lesson plan documents owned by teachers implementing sex education integrated in the subjects of Fiqh for the 5<sup>th</sup> Grade and Natural science for the 6<sup>th</sup> Grade. The learning method is a way to achieve specific learning goals (a way to achieve a goal). (Hamdi, 2017; Khomaeny & Hamzah, 2019; Sulastri, 2019). In practice, educators, in delivering sex education material use the lecture as the main method.

#### *Media*

Learning media are all forms of communication tools that can be used to convey information from sources to students aiming at stimulating them to participate in learning activities. The learning media in this study is a communication tool used by teachers implementing sex education to deliver sex education material to make students easier to accept. Table 2 shows that teachers implementing integrated sex education in Fiqh and Natural Science subjects have not fully used the planned media. They generally use textbooks as the main source of learning.

#### *Evaluation*

The results of interviews with teachers implementing sex education at MI in Sidorejo District, showed that the evaluation forms are used as the main assessment tool. This written evaluation is usually carried out at the end of the completed chapter, the Mid-term and Final-term Examination.

Table 1. The gap between the method in the lesson plan and its implementation

No.	Madrasah	Courses	Lesson Plan	Implementation
1.	MI Ma'arif Pulutan	Fiqh for 5 <sup>th</sup> Grade	Not listed	Lecture, drills, questions and answers, and memorization
		Natural Science for the 6 <sup>th</sup> Grade	Lectures, questions and answers, discussions and assignments	Lecture, questions and answers
		Natural Science for the 6 <sup>th</sup> Grade	Lectures, questions and answers, discussions and assignments	Lecture, questions and answers
2.	MI Ma'arif Global Blotongan	Fiqh for 5 <sup>th</sup> Grade	Lectures, questions and answers, discussions, short cards, problem solving (case analysis about menstruation), simulations, group discussions, and storytelling.	Lectures, questions and answers
		Natural Science for the 6 <sup>th</sup> Grade	-	Lecture, questions and answers
3.	MI Islamiyah Kauman Kidul	Fiqh for 5 <sup>th</sup> Grade	-	Lecture
		Natural Science for the 6 <sup>th</sup> Grade	Recitation (independent task), image observation, reading exploration, inquiry, peer discussion	Lecture

Table 2. The gap between the media in Lesson plan and its implementation

No.	Madrasah	Courses	Lesson Plan	Implementation
1.	MI Ma'arif Pulutan	Fiqh for 5 <sup>th</sup> Grade	Menstruation: Al-Quran, teacher manual, fiqh sunnah books, other relevant supporting books, environment that supports learning	Books and LCD
		Natural Science for the 6 <sup>th</sup> Grade	Circumcision: Not listed	Textbook
		Natural Science for the 6 <sup>th</sup> Grade	Markers, white boards, computers, pictures about stages of human growth and development, LCD	Textbook, Large picture (poster)
2.	MI Ma'arif Global Blotongan	Fiqh for 5 <sup>th</sup> Grade	Markers, white boards, computers, pictures about stages of human growth and development, LCD	Textbook and worksheets
		Natural Science for the 6 <sup>th</sup> Grade	Menstruation : Picture/video, laptop and LCD	Textbook and props
3.	MI Islamiyah Kauman Kidul	Fiqh for 5 <sup>th</sup> Grade	-	Student worksheet and Textbook
		Natural Science for the 6 <sup>th</sup> Grade	-	Lecture, student body

Table 3. The gap between Evaluation in lesson plan and its implementation

No.	Madrasah	Courses	Lesson Plan	Implementation
1.	MI Ma'arif Pulutan	Fiqh for 5 <sup>th</sup> Grade	Written evaluation	Written and oral evaluation
		Natural Science for the 6 <sup>th</sup> Grade	Written evaluation by individual and group assignments	Written and oral evaluation
		Natural Science for the 6 <sup>th</sup> Grade	Written evaluation by individual and group assignments	Written and oral evaluation
2.	MI Ma'arif Global Blotongan	Fiqh for 5 <sup>th</sup> Grade	Written evaluation	Written evaluation
		Natural Science for the 6 <sup>th</sup> Grade	-	Lectures , question and answer
3.	MI Islamiyah Kauman Kidul	Fiqh for 5 <sup>th</sup> Grade	-	Written
		Natural Science for the 6 <sup>th</sup> Grade	Oral, written and affective evaluation	Oral evaluation

Table 3 shows that teachers implementing integrated sex education in Fiqh and Natural Science subjects have primarily used the planned evaluation form.

Learning plans are prepared to make teachers easier to carry out learning so that the materials can be understood well by students. With the lesson plan, the teachers have a guide on what they should do. When the motivation for making lesson plans is only to fulfill administrative responsibilities, it is very detrimental to students, especially in matters of

sexuality. Mulyasa stated that teaching without preparation is a shortcut, and a dangerous act, which can be detrimental to student development and teacher comfort (Mulyasa, 2011).

### **The Role of the Madrasah Committee in the Implementation of Sex Education at Madrasah Ibtidaiyah**

A school committee <sup>2</sup> is a non-profit and non-political body or institution formed based on democratic deliberation in the education unit as a representation of various elements responsible for improving the quality of educational processes and outcomes. (Misbah, 2009).

The results of interviews with the head of the madrasah committee show that the relationship between the madrasah committee and MI in Sidorejo District in 2018 is well established. It means that there is no dispute between the two. However, the three heads of the madrasah committee stated that the committee was involved in the funding and physical development of the madrasah. In the preparation of the curriculum, the madrasahs are only limited to providing information but is not involved in its preparation, especially in the integrated sex education curriculum in the subjects of Fiqh for the 5<sup>th</sup> and natural science for the 6<sup>th</sup> Grade. In fact, the function of forming a madrasah committee is not only concerned with funding issues. One of the functions of the madrasah committee is to provide input, considerations, and recommendations to education units regarding education policies and programs; School Revenue and Expenditure Budget Plan (RAPBS); educational unit performance criteria;

---

<sup>2</sup> MI in Sidorejo use Madrasah Committe

educational staff criteria; educational facilities criteria; other matters related to education. In other words, there is no role of the madrasah committee in implementing sex education at MI in Sidorejo District. However, all heads of madrasah committee agree to give the material to students, especially to adults.

## CONCLUSION

The Learning Plans made by teachers implementing sex education at Madrasah Ibtidaiyah in Sidorejo District in 2018 adhere to the syllabus set by the government; most of them have their learning plans, either by making their own or copying from existing Learning Plans. Meanwhile, the implementation of the sex education learning plan at MI in Sidorejo District in 2018 has not been fully guided by the Learning Plan that has been prepared. There is no role for the madrasah committee in implementing sex education at MI in Sidorejo District in 2018.

## REFERENCES

- Adi, M. B. T. M. (2016). *Pemikiran Abdullah Nashih Ulwan tentang pendidikan seks*. UIN Sunan Ampel Surabaya.
- Breitmayer, B. J., Ayres, L., & Knafl, K. A. (1993). Triangulation in qualitative research: Evaluation of completeness and confirmation purposes. *Image: The Journal of Nursing Scholarship*, 25(3), 237-243.
- Buston, K., Wight, D., Hart, G., & Scott, S. (2002). Implementation of a teacher-delivered sex education programme: obstacles and facilitating factors. *Health Education Research*, 17(1), 59-72.

- de Matos, M. G., Reis, M., Ramiro, L., Ribeiro, J. L. P., & Leal, I. (2014). *Sexual education in schools in Portugal: evaluation of a 3 years period*.
- Duncan, G. A. (2016). Critical race ethnography in education: Narrative, inequality, and the problem of epistemology. In *Critical race theory in education* (pp. 65–86). Routledge.
- Regulation of Ministry of Education and Culture, (2013).
- Grose, R. G., Grabe, S., & Kohfeldt, D. (2014). Sexual education, gender ideology, and youth sexual empowerment. *The Journal of Sex Research*, 51(7), 742–753.
- Hamdi, S. (2017). *Metode Pembelajaran Matematika*. Universitas Hamzanwadi Press.
- Indra, H. (2017). *Pendidikan Keluarga Islam Membangun Generasi Unggul*. Deepublish.
- Kakavoulis, A. (2001). Family and sex education: a survey of parental attitudes. *Sex Education*, 1(2), 163–174.
- Khomaeny, E. F. F., & Hamzah, N. (2019). *Metode-metode Pembelajaran Pendidikan Karakter Untuk Anak Usia Dini Menurut QS Lukman 12-19*. Edu Publisher.
- Lindberg, L. D., Maddow-Zimet, I., & Boonstra, H. (2016). Changes in adolescents' receipt of sex education, 2006–2013. *Journal of Adolescent Health*, 58(6), 621–627.
- Listiyana, A. (2010). Peranan Ibu dalam mengenalkan pendidikan seks pada anak usia dini. *EGALITA*.
- Lubis, N. L. (2016). *Psikologi Kespro. Wanita dan Perkembangan Reproduksi: Ditinjau dari Aspek Fisik dan Psikologinya*. Kencana.
- Magfiroh, F. N., Winangsih, R., & Prasetya, T. I. (2018). *Representasi Kekerasan Seksual Pada Anak Tuna Rungu Dalam Film Silenced (Analisis Semiotika Roland Barthes)*. Universitas Sultan Ageng Tirtayasa.
- Miles, M. B., & Huberman, A. M. (1992). Analisis Data Kualitatif. Terjemahan Tjetjep Rohendi Rohidi. *Jakarta: Penerbit Universitas Indonesia*.



- Misbah, M. (2009). Peran dan Fungsi Komite Sekolah dalam Meningkatkan Mutu Pendidikan. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 14(1), 68–91.
- Mulyasa, E. (2011). *Menjadi Guru Profesional*, cet.-11. Bandung: PT Remaja Rosdakarya.
- Nur, R. (2020). *Representasi Feminisme Wanita Dalam Film Hustle*. Universitas Komputer Indonesia.
- Oliver-Hoyo, M., & Allen, D. (2006). The Use of Triangulation Methods in Qualitative Educational Research. *Journal of College Science Teaching*, 35(4).
- Pakasi, D. T. (2013). *Antara kebutuhan dan tabu: pendidikan seksualitas dan kesehatan reproduksi bagi remaja di SMA*.
- Paramastri, I., & Priyanto, M. A. (2010). Early prevention toward sexual abuse on children. *Jurnal Psikologi*, 37(1), 1–12.
- Prastowo, A. (2017). *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu: Implementasi Kurikulum 2018 Untuk SD/MI*. Kencana.
- Qibtiyah, A. (2006). *Paradigma Pendidikan Seksualitas*. Yogyakarta: Kurnia Kalam Semesta.
- Rahim A, A. (2011). *Etika Seks Menurut Hukum Islam*. Universitas Islam Negeri Alauddin Makassar.
- Rahmawati, R. (2020). Nilai dalam Pendidikan Seks bagi Anak Usia Dini. *Islamic EduKids*, 2(1), 25–39.
- Rohmaniah, S. (2021). Pendidikan Seks Bagi Remaja (Perspektif Abdullah Nashih Ulwan dan Ali Akbar). *Jurnal Dewantara*, 10(02), 200–219.
- Safita, R. (2013). Peranan orang tua dalam memberikan pendidikan seksual pada anak. *Jurnal Edu-Bio*, 4, 32–40.
- Saint-Hilaire, L. A. (2014). So, how do I teach them? Understanding multicultural education and culturally relevant pedagogy. *Reflective Practice*, 15(5), 592–602.

- Sartina, D. (2017). *Pendidikan Seks Pada Masa Pra-Pubertas Dalam Perspektif Pendidikan Islam (Kajian Pemikiran Abdullah Nashih Ulwan)*. UIN Raden Fatah Palembang.
- Setiawan, A. (2019). *Pendidikan Seks Pada Anak (Studi Perbandingan Pemikiran Abdullah Nashih Ulwan dan Yusuf Madani) Ade Setiawan*. IAIN.
- Sulastri, E. (2019). *9 Aplikasi Metode Pembelajaran*. Guepedia.
- Sulistianingsih, A., & Widayati, W. (2016). Hubungan Pengetahuan dengan Perilaku Ibu Memberikan Pendidikan Seks pada Anak. *Bidan Prada: Jurnal Publikasi Kebidanan STIKes YLPP Purwokerto*, 7(2).
- Supriatna, W. (2010). *Pendidikan seks anak dalam keluarga menurut Abdullah Nashih Ulwan*.
- Triangulation, D. S. (2014). The use of triangulation in qualitative research. *Oncol Nurs Forum*, 41(5), 545–547.
- Wahyuni, D. (2018). Peran orang tua dalam pendidikan seks bagi anak untuk mengantisipasi LGBT. *Quantum: Jurnal Ilmiah Kesejahteraan Sosial*, 14(1), 23–32.
- Walker\*, J. (2004). Parents and sex education—looking beyond ‘the birds and the bees.’ *Sex Education*, 4(3), 239–254.
- Whitehead, B. D. (1994). The failure of sex education. *The Atlantic Monthly*, 274(4), 55–80.
- Widyaningrum, C. E. (2021). Trauma Healing Sebagai Bentuk Pelayanan Konseling Pastoral Pada Kasus Percabulan. *SHIPWRECK, Imperative And Gratitude*, 63.
- Wringe, C. (2006). *Moral education: Beyond the teaching of right and wrong* (Vol. 14). Springer Science & Business Media.
- Yafie, E. (2017). Peran orang tua dalam memberikan pendidikan seksual anak usia dini. *Jurnal CARE (Children Advisory Research and Education)*, 4(2).
- Yantzi, M. (2009). *Kekerasan Seksual Dan Pemulihan*. BPK Gunung Mulia.

Zubaedah, S. (2016). Pendidikan seks pada anak usia dini di taman kanak-kanak (TK) Islam kota Yogyakarta. *Al-Athfal: Jurnal Pendidikan Anak*, 2(2), 55-68.

Zulaeha, E. (2019). Materi parenting education tentang pendidikan seks bagi remaja dalam Islam menurut Abdullah Nashih Ulwan. *Intizar*, 25(1), 1-12.