

Teacher Strategies in Instilling Sexual Boundary Values in Children in Kindergarten

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Abstract .

This research focuses on the strategies used by school teachers to introduce sexual boundaries to young children during classroom learning. This is driven by the rise in cases of child sexual abuse, while discussions about sexual boundaries are still considered taboo at home and at school, and lack appropriate understanding and strategies for communicating them to children. Therefore, this study aims to analyze the strategies used by teachers, supporting factors, and various obstacles faced by teachers in implementing strategies to introduce sexual boundaries to children. The research method used was descriptive qualitative research, with data collection techniques through interviews and observations. Data collection was conducted at a Kindergarten/Kindergarten in Gunungpati District from February 23 to March 6, 2026. The results of the study indicate that instilling sexual boundaries values in early childhood is positioned as an integral part of character education in kindergarten. In delivering sexual boundaries material, there are three strategic stages, namely: (1) giving warnings, (2) raising awareness, and (3) giving educational punishment. In addition, the use of visual media, symbols, songs, and daily habits have been proven to be relevant to the concrete thinking characteristics of early childhood. Teacher understanding and institutional support through school policies, the provision of facilities that support privacy, and the involvement of the school committee are important factors in ensuring the sustainability of the systematic implementation of sexual boundaries education. The obstacles faced by teachers in delivering sexual boundaries material to children are that many parents still consider this topic taboo and therefore do not fully support providing an understanding of sexual boundaries from an early age.

Keyword: *Early childhood, sexual boundaries education, teacher strategies, character education and child protection.*

I. INTRODUCTION

Childhood Education (PAUD) is a crucial phase in human development, often referred to as the golden age, due to the rapid brain development during this stage (Wasis, 2022). Education serves not only as a means of transferring knowledge but also as a process of character formation and developing a child's overall potential.

In this context, early childhood education teachers play a strategic role, not just as teachers but also as educators who support children's growth and development through meaningful learning (Ayu & Fadilah 2025). Guiding early childhood through this growth period requires special patience, as children are highly curious. Therefore, a strategy is needed in education.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education, Indonesian House of Representatives (2005). Early childhood education teachers are expected to be able to design learning strategies that are appropriate to the characteristics of students. This strategy includes selecting methods, approaches, techniques, and media that are contextual and oriented to the needs of children (Hanifah & Puteri, 2021). This strategy, as a learning strategy, can be seen as a way for educators to help students achieve academic achievement in a way that ensures each program runs effectively and efficiently (Musa, 2023 ; Velayati , 2024).

Furthermore, a safe and enjoyable learning environment is essential for optimal cognitive, socio-emotional, and moral-spiritual development for children (Mamonto et al., 2024). However, early childhood social development also presents challenges, one of which is the emergence of behaviors related to physical

boundaries and bodily interactions. Phenomena such as children hugging, holding, or imitating age-inappropriate physical behavior indicate a lack of understanding of bodily boundaries and privacy. This situation can create opportunities for early childhood sexual abuse, which can seriously impact children's psychological and social development (Solehati et al., 2023; Azzahra, 2020).

Children at an early age lack a clear understanding of their bodies and personal boundaries. This makes them vulnerable to manipulation by sexual offenders, especially if the perpetrator is known, trusted, or even respected by the child and their family. Knowledge about sexuality can help children avoid sexual deviations and become victims of sexual abuse. When children are educated about sexuality, they can also better understand what behaviors are considered sexual abuse. Child sexual abuse is a form of violence that does not always involve physical contact, but can also occur in verbal, visual, or exploitative forms. Young children are vulnerable because they do not yet understand the concepts of body boundaries and shame, and are easily influenced by adults they trust. Therefore, early sexual education is crucial to equip children with an understanding of their bodies, privacy, and how to protect themselves (Huriyah et al., 2024; Mutiara, 2023).

Sexuality education for early childhood is not intended to solely introduce biological aspects, but rather to instill values of modesty, body respect, and awareness of personal boundaries. According to Bangsawan & Yusria (2022), children do not yet have the full ability to recognize and avoid dangerous situations, thus requiring the role of the surrounding environment. Teachers play a central role in this process because they interact directly with children at school, while parents play a role in reinforcing these values within the family environment (Wahyuni et al., 2023). Collaboration between teachers and parents is key to creating a consistent understanding for children, both at home and at school.

Sexual abuse in children not only causes psychological trauma, but also has physical impacts, such as sleep problems, eating problems, and a weakened immune system (Saputra, 2025). Victims may end up experiencing anxiety disorders, depression, and even loss of self-confidence. Therefore, handling problems like this must be done carefully and thoroughly. Unfortunately, society still often considers discussions about sexuality as taboo.

Through observations conducted by researchers in an early childhood education class, various physical interactions were frequently observed. Hugging, in particular, is a very common physical interaction among children. Children are seen hugging each other in a variety of situations, such as when playing, welcoming new friends, or simply expressing comfort and affection. This scene occurs almost daily during lessons and breaks. Some children appear to imitate movements or physical behaviors they shouldn't yet understand or perform at such a young age.

Apart from physical interactions in the form of hugs, another fact is the deviant behavior of children while performing prayers at school. Children often touch their friends' back organs while performing congregational prayers. This behavior may seem like a joke or a prank, but it still demonstrates the child's lack of understanding of body boundaries and respect for religious observances. Children seem unaware that touching another person's body is inappropriate, even during play. This is especially true during prayer, which should be performed respectfully.

Given the various issues researchers encountered, most teachers faced obstacles in implementing effective and developmentally appropriate learning strategies. These challenges included limited understanding of early childhood sexuality education, lack of training, and perceived taboos within society. This situation raises the urgency to further examine the strategies used by teachers and parents to introduce the values of sexual boundaries in an educational manner, appropriate to the child's age and, of course, within the context of Indonesian culture.

Amid the rise in cases of sexual violence against children, the need for early sexual education is increasingly urgent. However, many parents still feel it's taboo or lack the appropriate understanding and strategies for discussing this issue with their children. Therefore, collaboration between teachers in early childhood education units and parents is crucial to consistently instill the values of sexual boundaries in both the school and home environments.

Based on this, this study aims to examine teachers' strategies for instilling sexual boundaries in kindergarten and identify supporting and inhibiting factors in their implementation. This research is expected to contribute to improving the understanding and practice of healthy, safe, and ethical sexual education for early childhood .

II. METHODS

This research employed a qualitative research method with a case study approach. This approach aims to gain a deeper understanding of teachers' strategies in introducing sexual boundaries to early childhood . This includes the processes, methods, and challenges faced through a case study focused on a single location. This research was conducted at a Kindergarten/Kindergarten in Gunungpati District, with teachers and the institution's committee as the subjects. Teachers were the primary subjects based on their strategies in the process of teaching sexual boundaries, while the committee played a crucial role in reinforcing these values within the institution.

The research was conducted using systematic procedures. According to Sudjana in Abdussamad (2019) the research procedure includes seven main steps, namely (1) problem identification, carried out by examining variations in teacher strategies for recognizing children's sexual boundaries. (2) Determining problem boundaries, namely regarding sexual boundary values. (3) determining the focus of the research, the research is focused on studying and describing teacher strategies. (4) data collection , collecting data in the field and supporting literature. (5) Management and interpretation, namely the process of writing research results. (6) theory emergence (7) and reporting research results.

In this study, data collection techniques were conducted through interviews and observations. Researchers conducted interviews with teachers and the school committee. In addition to conducting interviews, researchers also conducted observations, which were conducted by directly observing the learning process. The results of the interviews and observations were systematically collected and produced documentation in the form of posters and visual media. This documentation served as a step in achieving the desired results in data collection. Data validity was verified using technical triangulation. Triangulation techniques were used to ensure that the data obtained were valid, reliable, and accountable. The data analysis technique used the interactive analysis model of Miles and Huberman, namely data collection, data reduction, presentation, and drawing conclusions (Miles et al ., 2014).

III. RESULTS AND DISCUSSION

Based on the results of research conducted at a kindergarten in Gunungpati sub-district with four informants using interview and observation methods, it was found that the institution had introduced the values of sexual boundaries to early childhood . This research indicates that the implementation of sexual boundaries values among early childhood has been carried out in a planned manner, using strategies tailored to the child's development, including aspects of social-emotional, language, cognitive, and environmental. The implementation of this approach is not carried out randomly, but through three structured steps: providing a warning, making the child aware of the mistake made, and providing positive consequences that are educational and constructive. These findings indicate that the implementation of sexual boundaries education at the KB/TK where the research took place is not merely theoretical, but has become part of the daily learning and coaching practices relevant to the child's readiness.

The study also demonstrated the existence of supporting elements that strengthen the success of this strategy, including teachers' adequate understanding of child development, which allows them to convey material in a clear and gradual manner . Furthermore, the use of visual media, symbols, and songs as tools to internalize values, as well as institutional support through school policies, the provision of facilities that protect children's privacy, and the participation of school committees. However, this study also noted a significant obstacle, namely the persistence of taboo views among some parents regarding the importance of understanding sexual boundaries at an early age , which can impact the alignment of implementation between the school and family environment.

Discussion

A. Teachers' understanding of children's needs as a learning strategy

Based on interviews conducted by researchers, teachers understand that the development of children aged 4–6 years is heterogeneous and cannot be generalized. Each child exhibits different characteristics, both in cognitive, social, and emotional aspects. One teacher stated that within a class, there are various children with diverse backgrounds and experiences. Teachers recognize that children's development occurs simultaneously across cognitive, language, social, and emotional domains, and exhibits significant variation between individuals. In their teaching practices, teachers do not view children as a homogeneous group, but rather as individuals with varying developmental rates and milestones. This awareness is reflected in the way teachers identify each child's individual needs and flexibly adapt their learning approaches.

To understand the learning process in the classroom, it's important to first examine the characteristics of the students. Each child has a different background, behavior, and developmental level, so teachers need to understand this diversity of characters in the learning process. This statement is supported by interviews with informants, which revealed that

"The characteristics of each child are different... in my class there is not just one character, but various characters." (Miss D)

After understanding that each child has different characteristics, the teacher also observed how these differences affect their development, particularly in cognitive and social-emotional aspects. Miss D also identified that children's cognitive development began to be evident in their increased focus, curiosity, and problem-solving abilities.

"Children understand concepts more easily through direct experience, visualization, simulation, or real-life examples than through abstract explanations." (Miss B)

The relatively short attention span is also a concern for teachers when designing learning. Children's cognitive development at the children's research institute develops according to their age and the learning stimulation provided at school. Children begin to demonstrate basic thinking skills, such as recognizing colors, shapes, numbers, and letters, through play-based learning activities. Through interactive and fun learning activities, children also begin to demonstrate a strong sense of curiosity, asking questions, and trying various methods to complete assigned tasks. Therefore, learning activities are designed in a varied, interactive manner, and are not too long to ensure they remain within the child's attention span. This understanding is important in the context of instilling the value of sexual boundaries, because the concepts of privacy and body ownership need to be conveyed through concrete media and simple language.

In terms of language, teachers found that there were quite striking differences in communication abilities.

"Some children have been able to express ideas and experiences simply, but others are still limited in conveying their intentions or feelings." (Miss B)

This situation has implications for teachers' communication strategies, especially when discussing sensitive topics like body boundaries and touch. Teachers need to ensure that the terms used are understandable to children without causing confusion or fear. Research by Silawati et al. (2018) confirms that early childhood literacy development must be tailored to the child's developmental stage and characteristics so that the message conveyed can be optimally understood by the child.

"Based on observations, children have varying degrees of language development. Children in class B tend to have a large vocabulary and are able to construct long sentences, while in class A, some children have a large vocabulary. Each child has their own developmental stage. This is in line with research by Jafar (2021) that speaking ability, or that children aged 5-6 years, vary greatly in terms of fluency and ability to express language verbally. (Observation, January 24, 2026)"

"In the social aspect, developmental variation is evident in children's ability to interact with peers. Some children have demonstrated cooperative behavior, are able to share, and follow group rules, while others still tend to be egocentric and don't fully understand personal boundaries in play. This situation indicates that awareness of social norms and personal boundaries is still developing. (Observation, January 24, 2026)"

Therefore, education regarding body boundaries also needs to be linked to the formation of attitudes of mutual respect in social interactions.

“From an emotional perspective, teachers also observed that children's emotional regulation was not yet fully stable. While in the field, it was found that responses such as crying, anger, or tantrums still emerged as expressions of need and discomfort. (Observation, January 27, 2025)

This condition is a normal developmental characteristic, but requires consistent support. In the context of sexual boundaries education, children's ability to recognize and express feelings is an important aspect, because children need to be able to express discomfort when facing inappropriate situations.

Teachers also realize that child development cannot be separated from the influence of the family environment. Children who receive stimulation, open communication, and are accustomed to values at home tend to be more ready to receive learning at school. On the other hand, children who receive less stimulation require more intensive reinforcement and repetition of the material. These findings suggest that child development is ecological and influenced by interactions between the school and family environments.

"It also depends on the environment at home, whether the parents have started stimulation or not." (Miss B)

Teachers' understanding of these developmental aspects forms the basis for designing strategies for teaching sexual boundaries that are appropriate to the child's level of readiness. Overall, teachers' understanding of the developmental characteristics of early childhood provides an important foundation for designing strategies for instilling sexual boundaries. Awareness of the stages of cognitive, social, and emotional development allows teachers to deliver material proportionately, not exceeding the child's capacity, while maintaining the child's psychological well-being and comfort. Thus, understanding development serves not only as a theoretical foundation but also as a practical guideline for implementing self-protection education in early childhood. This study demonstrates that teachers have a consistent understanding of the characteristics of early childhood in the cognitive, language, social-emotional, and environmental aspects as learning strategies.

B. Teacher strategies in instilling sexual boundary values

The strategies used by teachers to instill the value of sexual boundaries are carried out gradually and persuasively. Teachers don't immediately prohibit children, but instead begin by introducing the concept of body parts and functions. The strategy for introducing boundaries to children at the kindergarten/KB where the study was conducted involves several stages: warnings, awareness of mistakes, and positive and constructive punishment.

The first stage is a warning. The reprimand will be given using positive language, age-appropriate, and non-judgmental. This action aims to remind the child of inappropriate behavior without hurting their feelings. Furthermore, the value of sexual boundaries is integrated with moral and religious values by recognizing gender differences and the boundaries of interaction between men and women.

"Based on observations during the outing class, the teacher taught the children to change clothes according to their respective rooms, where girls and boys have different changing areas." (Observation, February 2, 2026).

This suggests that teachers teach children about sexual boundaries, starting with simple steps. Atiqah, Astuti, and Miranda (2015) explain that toilet training programs can improve children's understanding of sex education, including recognizing sexual organs, gender, and caring for them. This necessitates in-depth study of sexual education for early childhood, including identifying body parts, recognizing gender identity, and protecting oneself (Suhsmi and Ismet, 2021).

“We emphasize introducing gender... what is allowed between men and women, what is not.” (Miss D)

This strategy demonstrates a preventative-educational approach focused on building awareness, not simply imposing punishment. Teachers repeatedly implement awareness-raising, warning, and habituation strategies to gradually help children understand the concept of "my body belongs to me."

The second stage is awareness of mistakes. This stage involves a discussion between the teacher and the child. The teacher helps the child understand the errors they have made. A simple dialogue or discussion between the teacher and the child is crucial for the child to recognize their mistakes and reflect on their actions. This process fosters the child's internal awareness.

"When a child makes a mistake, the teacher reprimands him in front of other friends so that it becomes a learning experience, but when a child makes a fatal mistake, the teacher reprimands him privately" (Miss D)

The teacher's dialogic and empathetic approach also strengthens the bond between teacher and child, allowing sensitive material to be understood without fear. This is crucial because sexual boundaries education for early childhood must be delivered in simple, positive, and non-threatening language. The third stage involves administering positive punishment, as explained by Miss D in an interview with the researcher.

"In this activity, the punishment given is not physical punishment but rather punishment that can direct children to be more positive, namely by providing additional educational activities such as reading, singing, or leading prayers during the learning process." (Miss D)

The strategy for instilling sexual boundaries values implemented by teachers is gradual, contextual, and integrated into daily learning activities. Teachers don't present the material in formal, separate sessions, but rather incorporate it into various routine activities such as thematic learning, play activities, and daily classroom routines. This approach ensures that children perceive the material as a natural part of the learning process, so the topic of bodily boundaries doesn't feel unfamiliar or stressful.

"Based on observations, the material delivery stage begins with a general introduction to body parts. The teacher introduces the names of body parts and their functions using simple, easy-to-understand language for children. This approach aims to build body awareness *as* a foundation before moving on to more specific concepts. Once children understand the basic structure of their bodies, teachers begin to introduce body parts that are private and need to be protected, without using terms that are too complex or create a taboo impression." (Observation, January 26, 2026)

Teachers introduce the concepts of safe and unsafe touch. They explain this through illustrations of situations close to the child's everyday experiences, such as shaking hands with a teacher, hugging a parent, or a stranger approaching them inappropriately. Children are encouraged to differentiate between touch that makes them feel comfortable and touch that causes discomfort. This process focuses not only on the type of touch but also on the child's ability to recognize their own feelings as an important indicator of maintaining boundaries.

In practice, teachers use a persuasive and dialogical approach when dealing with behaviors in children who don't yet understand personal boundaries. If behaviors such as touching a friend without permission or undressing in public occur, teachers provide guidance privately and avoid embarrassing the child in front of their peers. This approach aims to build internal awareness, not simply adherence to rules. Teachers avoid repressive approaches that could potentially instill shame or fear.

The strategy for instilling sexual boundaries is also integrated with moral and character education. Teachers link the concept of body care to the values of self-respect and respect for others. Habits such as asking permission before touching a friend, maintaining a reasonable physical distance, and dressing modestly are part of the internalization process of values. This integration demonstrates that sexual boundaries education does not stand alone but is part of a child's overall character development.

Teachers consistently reinforce learning through simple repetition and reflection. Children are given the opportunity to express their opinions or experiences related to specific situations, ensuring a participatory learning process. Children not only receive information but also construct understanding through their own thinking processes and social experiences.

The strategies implemented are both preventative and educational. Teachers strive to build awareness from an early age so that children can recognize their body's boundaries, express discomfort, and protect themselves when faced with potentially harmful situations. This gradual, persuasive, and integrated approach demonstrates that sexual boundaries education in kindergarten can be implemented proportionally, according to the child's developmental stage, while maintaining psychological aspects and learning comfort.

This study demonstrates that teachers' strategies for instilling sexual boundaries are gradual, persuasive, and integrated into learning activities. Teachers introduce body parts, gender differences, and the concept of safe and unsafe touch in simple language. This is implemented through warnings, awareness-

raising through dialogue, and educational consequences to build children's awareness of positive body boundaries.

C. Learning Media to Instill Sexual Boundary Values in Children

To instill the value of sexual boundaries, the media used is quite varied, including songs, symbols, posters, flashcards, and visual images. Teachers report that children understand concepts more easily through symbols and visuals than through purely verbal explanations. This is also evident in Zahra's (2023) research, which found that institutions implement sexual education through books containing QR codes that allow them to display videos related to the current learning theme.

"A checklist symbol for areas that can be touched, a cross symbol for areas that cannot be touched... children understand much better if they are given symbols." (Miss B)

The use of songs about safe and unsafe touch is used as a fun habituation method.

"There is a song where touching is not allowed, we also teach that." (Miss D)



Kindergarten 1 poster media

Based on the documentation above, the use of visual and symbolic media at the research site aligns with the cognitive developmental stage of early childhood, where concrete concepts are more easily understood than abstract ones. Songs and symbols serve as tools for internalizing values through enjoyable learning experiences. The learning approach used is also student *-centered learning through the deep learning method*, as stated by the committee.

"The method used by this school is deep learning and an independent curriculum that is centered on the students." (Committee)

The media and approaches used not only convey information but also build understanding through active learning experiences. Learning media plays a strategic role in supporting the instilling of sexual boundaries in early childhood. Research shows that teachers do not rely solely on verbal explanations but utilize a variety of concrete media appropriate to children's developmental characteristics. Visual media such as pictures of body parts, educational posters, picture cards, and certain symbols are used to help children understand the concept of privacy more realistically. The use of symbols, such as check marks and crosses on certain body parts, makes it easier for children to distinguish between areas that may and may not be touched.

The use of visual media is in line with the cognitive development stage of children who are still thinking concretely. Children find it easier to grasp meaning through visual stimuli than abstract explanations. Children can build visual associations that strengthen their understanding of the concept of body boundaries by seeing pictures and symbols directly. This demonstrates that teachers consider the appropriateness of learning media to children's developmental capacities. Studies in early childhood education have shown that using audiovisual media in language learning can increase children's engagement and motivation, allowing them to see for themselves everything the teacher conveys (Raoza, 2024).

Apart from visual media, we also use songs and movements as a means of strengthening concepts. Songs about safe and unsafe touch are sung repeatedly in a pleasant atmosphere. Through simple rhythm and movement, children more easily remember the message conveyed. This approach makes sensitive material feel light and doesn't create awkwardness. Songs function as a medium for internalizing values through natural repetition in play activities.

Based on the results of observations, the KB/TK where the research took place used role-playing as a learning approach. Based on the results of observations strengthened by interviews with sources.

"Role play is an important part of learning. Teachers simulate everyday situations so children can practice saying 'no,' walking away, and reporting to a trusted adult. Through these experiences, children understand concepts while also developing courage and social skills." (Miss D)

The learning approach used is participatory and child-centered. Teachers provide space for children to ask questions, express opinions, and share simple, relevant experiences. The classroom atmosphere is supportive and open, so children feel safe to express themselves. This psychologically safe environment is an important prerequisite for discussing topics related to the body and privacy.

Habits in daily activities become indirect learning media. For example, separating toilets based on gender, the habit of changing clothes in a closed place, and the rule of asking permission before touching a friend. These practices teach the concept of privacy concretely in everyday life, so that the value is not only understood theoretically, but also put into practice.

The combination of visual media, songs, role-playing, and habituation demonstrates that learning is designed in a multisensory and contextual manner. Early childhood requires learning experiences that involve sight, hearing, movement, and social interaction to fully grasp concepts. According to studies in early childhood education, the use of audiovisual media in language learning can increase children's engagement and motivation during learning (Royanih et al., 2024). With a varied and child-centered approach, the value of sexual boundaries can be instilled more effectively, enjoyably, and sustainably.

D. Supporting Factors and Obstacles to the Implementation of Instilling Sexual Boundary Values in Children

Supporting factors for implementation

The main supporting factors in implementing this strategy are the support of the school committee, the availability of learning media, and school facilities that support the implementation of privacy values, such as separating toilets based on gender.

"If the school needs media or resource persons, we will provide them." (Committee)

Institutional support is an important factor in the sustainability of sexual boundaries education programs. Collaboration between teachers, committees, and foundations allows for the provision of media and training that support strategy implementation. The main function of the school committee is as a provider of advice, support, controller, and mediator in the implementation of education (Kasroni et al., 2025). Thus, the implementation of the strategy of instilling sexual boundaries values in Kindergarten, supported by the school's institutional commitment to creating a safe and child-friendly environment, is running well. The school demonstrates seriousness in integrating child protection values into learning policies and practices. This commitment is reflected in the existence of internal rules that emphasize the importance of maintaining privacy, teacher supervision in certain activities, and the habituation of behavior that respects personal boundaries. Clear policies serve as a normative foundation that strengthens the consistency of strategy implementation in the field.

The school's physical facilities are also a significant supporting factor. The separation of toilets by gender, the arrangement of closed changing rooms, and classroom layouts that allow for optimal supervision help children understand the concept of privacy in a concrete way. A physical environment that is arranged with child protection aspects in mind not only functions as a supporting facility, but also as an educational medium that accustoms children to the practice of maintaining their own boundaries.

In addition to structural support, the role of the school committee is an important supporting factor in the sustainability of the program. The Committee provides moral, administrative and coordinative support for activities related to child protection education. Committee involvement strengthens the program's legitimacy and facilitates communication between schools and parents. Learning how to foster effective communication between schools and committees increases awareness of each community's responsibility to collaborate to improve educational quality and achieve desired outcomes (Mar'ati, 2022). This support demonstrates that sexual boundaries education is not viewed solely as an individual teacher initiative, but rather as a shared responsibility within the educational institution.

Implementation barriers

This research also identified obstacles to implementation. The main challenge stems from social perceptions that still consider sex education a taboo topic for young children. These obstacles include the perceived taboo in society and the lack of material reinforcement within the family environment.

“Things like that are rarely repeated at home because they are considered taboo.” (Committee).

The taboo surrounding sex education presents a cultural challenge that impacts the consistency of value reinforcement at home. This disconnect between the school and family environments can hinder children's internalization of values. Therefore, ongoing synergy is needed between schools and parents so that sexual boundaries education can be implemented consistently. This stigma causes some parents to feel hesitant or even reluctant to discuss the concept of body boundaries at home.

Reinforcement of values that have been instilled in schools does not always receive consistent support in the family environment. Therefore, collaboration between parents and teachers is necessary because the role of parents is also very important in introducing sexual boundaries to children. so that the school and home environment can be aligned. This is in line with research by Bangsawan & Yusria (2022) which states that sex education is very important to instill in children, its benefits as an effort to facilitate children's development and ability to understand themselves. Seeing the importance of the role of parents in providing education to their children, it is best for parents, especially mothers, to enrich themselves with knowledge related to sex education to teach their children at home.

“Children who are not used to having dialogue about their bodies and feelings tend to have difficulty expressing discomfort when faced with inappropriate situations. The disconnect between education at school and practice at home has the potential to reduce the effectiveness of internalizing values, because children receive messages that are not always aligned from the two main environments in their lives.” (Miss D).

This was conveyed by a teacher in an interview with researchers. The lack of open communication between parents and children regarding body boundaries is another significant barrier.

One contributing factor to the low quality of Indonesian education is the low quality of teachers. The condition of teachers in Indonesia is concerning because many are not yet professional, as stipulated in Law No. 20/2003, which requires them to plan, implement, and assess learning, guide, train, research, and serve (Satria et al., 2025). Limited resources and specialized training for teachers also pose challenges. Not all teachers have an educational background or training that specifically addresses sexual boundaries education and child protection. This condition can affect the teacher's level of confidence in delivering sensitive material. Therefore, capacity building through continuous training is an urgent need.

Overall, the supporting factors and obstacles found by researchers indicate that the implementation of strategies to instill sexual boundary values is a process influenced by various dimensions, both structural, cultural, and personal.

IV. CONCLUSION

This research implies that instilling sexual boundaries in early childhood requires strategies based on the child's characteristics (cognitive, language, social-emotional, and environmental). Three strategic stages are used in conveying sexual boundaries material to early childhood : giving warnings, raising awareness of mistakes, and administering educational punishments. Visual media, symbols, songs, and daily habits are used to instill sexual boundaries in children.

Supporting factors for implementing teacher strategies for introducing sexual boundaries can be seen from their preparedness and the school's institutional environment. Teachers who have a good understanding of child development will be better able to deliver material appropriately, using concrete, gradual methods, and tailored to the child's level of readiness and age. Furthermore, support from the school institution also plays a crucial role. Clear school policies, the provision of facilities that support children's privacy, and the involvement of the school committee are factors that strengthen the implementation of sexual boundaries education.

Based on the research findings, it is recommended that teachers improve their competencies through child protection education training and integrate sexual boundaries values into daily learning activities.

Schools also need to build intensive communication with parents to reduce taboo stigma and strengthen educational consistency between school and home. Communication fosters collaboration, allowing children to internalize learning about sexual boundaries in a conducive and effective manner. Future research is recommended to expand the scope of subjects and utilize a quantitative approach to measure the effectiveness of implemented strategies, so that the generalizability of sexual boundaries education practices can be realized.

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