

SEX EDUCATION FOR AN ADOLESCENT FROM PARENTS: Systematic Literatur Review

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Abstract. Sex education is still not fully implemented. Some parents feel taboo to discuss sex with their children. This study was conducted to understand sexual knowledge, sexual attitudes, and the perceptions and actualities of sex education among parents. In this study, the data collection used was secondary data obtained from previous research literature sources. Through articles from selected journals based on themes originating from Scopus through Watase Uwake. Researchers use keywords to fill in Watase Uwake Program and find 74 articles. Then be screened by year from 2013 to 2023 found 42 records mark as ineligible by automation tools (the year 2013-2023), 1 article record removed for other reason (tier Q1, Q2, Q3, Q4), and Record without abstract for screening (n=1). 30 articles record Screened and 14 articles records exclude. And Then found 5 articles to be reviewed. Result: There is a positive correlation between fathers' parental role attitudes toward sex education and their sexual communication with their children. parents were more comfortable engaging in sex education with their older or young adult children rather than the younger children Moreover, the parents considered sex education topics on sexual intercourse and instruments taboo subjects. We found that parents would like to learn more about sex education from expert lectures or professional organizations. They were interested in topics including the sexual structure of males/females and sexual physiology. The findings of the study showed that educational intervention on parental skills in sex education based on the dramatic literature to their children has a significant effect on parental knowledge, attitude, and performance.

Keywords: Sex Education, Adolescent, Parents

INTRODUCTION

Sex education is still not widely available. Contrary to popular belief, sex education merely teaches the names of human intimate parts. It could be because sex education is still regarded as a taboo issue that should not be discussed in public. Because adults are unaware of the necessity of this instruction, it has no place at home or in school (Marcovitz, 2013). Parents may hold to the belief that sex talks with children is taboo (Shrage & Stewart, 2015) Sex education, on the other hand, must be taught to prevent sexual abuse, particularly among youngsters. The majority of sex abusers against minors are close relatives. This demonstrates that sexual assault can occur at any moment and to anyone. Cases that happened in Indonesia account for up to 80.23% of all cases.

This taboo's causes indicate the adult's childhood life. They believed that sex education materials about contraception or abortion required a lot of energy to concentrate on. For the teacher, sex education refers to an outsider who comes in and teaches the children about these topics, so they discuss them with caution or avoid them totally (Kendall, 2013). The study's findings highlight the tendency for parents, educators, and health professionals to delegate the responsibility of providing sex education to young people with physical disabilities to someone they believe is more appropriately qualified to handle these types of situations. As a result, the findings show that adolescents with physical disabilities do not always receive the necessary combination of comprehensive sex education in school settings, specialized information from health professionals, and informal sex education from family and peers to gain the knowledge and skills required to understand their own sexual capabilities and make informed decisions about their sexual (East et al., 2014). Children, on the other hand, require knowledge of their gender as part of their identity. They want to know and learn about it, but they are too afraid to bring it up in class. This can make children fearful of discussing their sexual experiences. This is the cause of child sexual abuse, and even adults are unaware that it could happen to their children.

Another factor is the influence of the media on children, who may acquire information that poses a threat to them. Children can't distinguish between good and bad content when they can freely access the media and consume as much information as they want. According to Marcovitz (2013), media that

contains explicit or sensitive content may encourage children to have sexual relations earlier in life. To prevent children from being abused sexually, adults should teach sex education as early as possible. This study was conducted to understand sexual knowledge, sexual attitudes, and the perceptions and actualities of sex education among parents.

METHODS

In this study, the data collection used was secondary data obtained from previous research literature sources. Through articles from selected journals based on themes originating from Scopus through Watase Uwake. Researchers use keywords to fill in Watase Uwake Program and find 74 articles. Then be screened by year from 2013 to 2023 found 42 records mark as ineligible by automation tools (the year 2013-2023), 1 article record removed for other reason (tier Q1, Q2, Q3, Q4), and Record without abstract for screening (n=1). 30 articles record Screened and 14 articles records exclude. And Then found 5 articles like the flow from Figure 1 below.

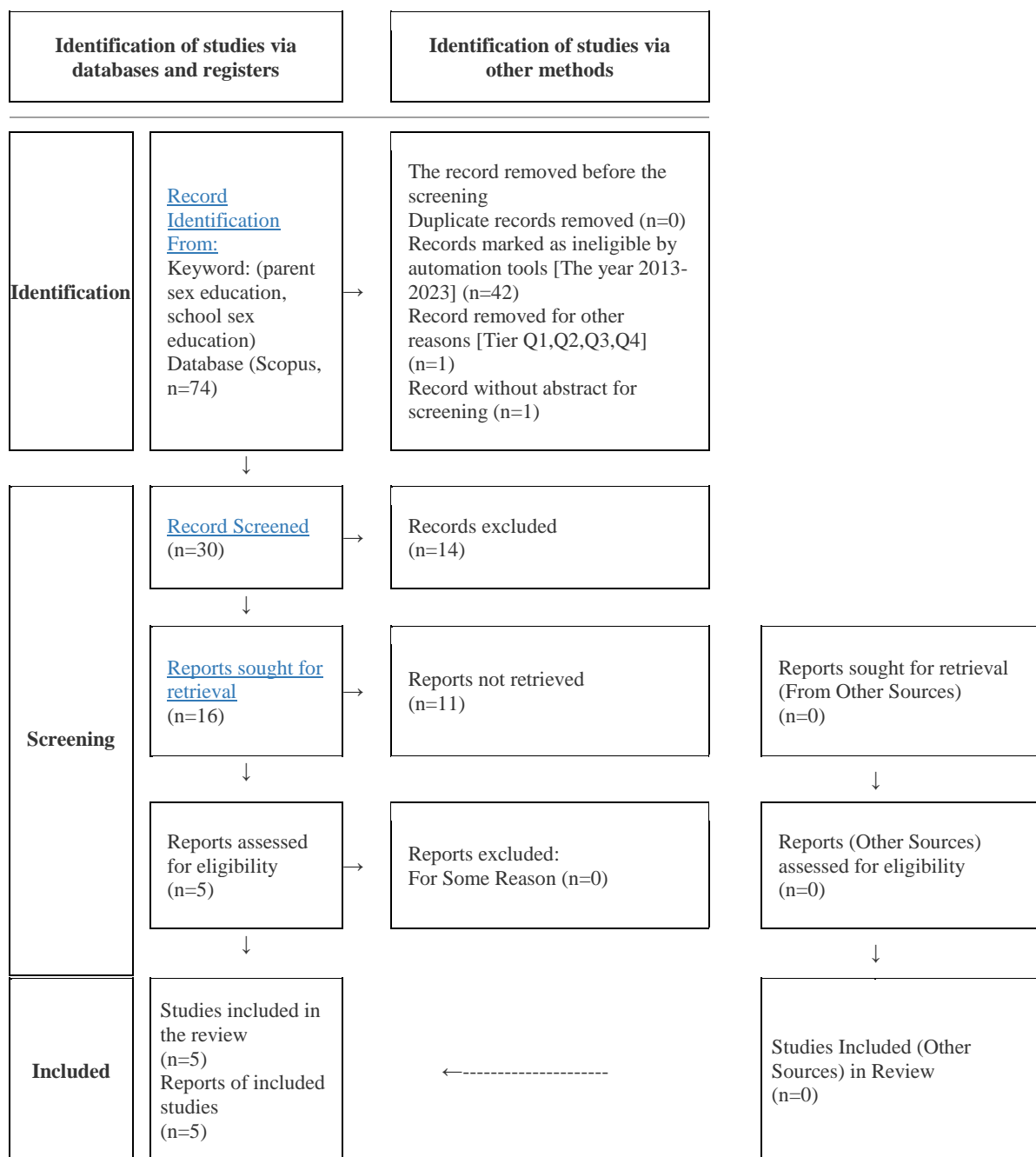


figure 1. Article selection process based on inclusion and exclusion criteria

RESULTS AND DISCUSSION**Table 1.** Results Literature Review

No	Title	Results
1	Attitudes of parents in the role of a father in Turkey toward child sex education and their sexual communication with their children	There is a positive correlation between fathers' parental role attitudes toward sex education and their sexual communication with their children. Practice implications: Supporting fathers' sexual communication with their children can positively affect fathers' attitudes and communication toward sex education (Apaydin Cirik et al., 2023).
2	Knowledge Regarding Hymens and the Sex Education of Parents	There was a statistically significant difference in mean knowledge scores between pediatricians and parents regarding the hymen (3.7 versus 1.3; $p < 0.0001$). Almost two-thirds of pediatricians (63%) felt comfortable providing sexual health education directly to their patients, but only 41% felt comfortable educating parents. Pediatricians and parents demonstrate knowledge gaps about the hymen (Brown et al., 2014)
3	Parent sex education beliefs in a Rural South African Setting	They reported on their child's sex education beliefs; addressing appropriateness, resources, and content issues. Thematic analysis revealed that parents were more comfortable engaging in sex education with their older or young adult children rather than the younger children. Moreover, the parents considered sex education topics on sexual intercourse and instruments taboo subjects. Resourcing parents regarding sex education would require working around cultural barriers about the age appropriateness of sex education, as well as permissible content (Modise, 2019)
4	Sexual Knowledge, Sexual Attitudes, and Perceptions and Actualities of Sex Education among Elementary School Parents	Parents would like to learn more about sex education from expert lectures or professional organizations. They were interested in topics including the sexual structure of males/females and sexual physiology. Open communication between parents and their children regarding sex-related issues is important. It is crucial to provide accurate and up-to-date sex education information to parents so that they can effectively teach their children at home (Shin et al., 2019).
5	The effect of educational intervention based on dramatic literature on parents of elementary schoolchildren skills in sex education	The findings of the study showed that educational intervention on parental skills in sex education based on the dramatic literature to their children has a significant effect on parental knowledge, attitude, and performance (Ghaffari et al., 2020)

Sexual development is a lifelong process that begins with the birth of the child and includes changes Related to cognitive, emotional, social, and physical development (Barimani Aboksari et al., 2021). One of the responsibilities of parents is to support children's sexual development and education (Fatih Aydoğdu et al., 2021). Cultural, social norms and contextual influences affect how parents provide sex education and discuss sexual issues with their children (Megan Maas et al., 2022). Bennett et al. (2018) stated in their study that mothers, not fathers, are responsible for their children's sex education because fathers struggle with gender roles. It was observed in this study that cultural motherhood and fatherhood norms cause fathers to take a passive role in sex education. When asked whether they believed that age-appropriate sex education should be provided in schools, 76.1% of parents and 64.4% of teachers in this study responded positively. However, the majority believed that Islamic ideology was at odds with sex education. Sexuality-related topics like "prevention of bullying" and "prevention of sexual abuse" received the most support, while "prevention of pregnancy" received the least. Some parents didn't want sex education taught in schools, which was seen as the biggest obstacle to its implementation (Nadeem et al., 2021).

The second article shows there was a statistically significant difference in mean knowledge scores between pediatricians and parents regarding the hymen (3.7 versus 1.3; $p < 0.0001$). Almost two-thirds of pediatricians (63%) felt comfortable providing sexual health education directly to their patients, but only 41% felt comfortable educating parents. Pediatricians and parents demonstrate knowledge gaps about the home. Just over half (55%) incorrectly answered that the hymen is genital tissue that is present when a girl is a virgin and not present after she has had sex. Thirty-four percent answered that the hymen of a girl who has had sex is always broken, and 24% believed that a girl who has had sex no longer has a hymen. Fifty-seven percent incorrectly answered that the hymen always breaks or tears during first sexual intercourse (Brown et al., 2014).

Sixty-nine percent of parents reported feeling comfortable talking to their children about sex. This good to be practice how the parent will educate their children. In other wise Thematic analysis revealed that parents were more comfortable engaging in sex education with their older or young adult children rather than the younger children. Moreover, the parents considered sex education topics on sexual intercourse and instruments taboo subjects. Seventy-five percent of participants reported not having any sex education by parents (Vanderberg et al., 2016). Resourcing parents regarding sex education would require working around cultural barriers about the age appropriateness of sex education, as well as permissible content. We found that parents would like to learn more about sex education from expert lectures or professional organizations. They were interested in topics including the sexual structure of males/females and sexual physiology. Open communication between parents and their children regarding sex-related issues is important. It is crucial to provide accurate and up-to-date sex education information to parents so that they can effectively teach their children at home.

Parent's confidence in providing sex education must be increased. Most parents lack the confidence to discuss sex-related topics with their children due to a lack of information and communication skills (Iva Strnadová, 2021). Furthermore, people are uneasy when discussing such things (Yuk Ching Eva LAI, 2014). One of them is by providing education about sex education material that is in line with what is given at school. There is strong parental support for an approach to sex education in Alabama public schools that extends beyond abstinence-only (Millner et al., 2015). Migrant parents are concerned about their children's sex education in Swedish schools. There are several interpretations of sex education, concerns about the content and techniques taught, and different assumptions about sex education's possible detrimental impacts (Herzig van Wees et al., 2021). We found that parents used three approaches to discuss sex and transactional sex with their daughters: (1) frightening their daughters into avoiding sex; (2) being "strict"; and (3) relying on mothers rather than fathers to "counsel" daughters (Pichon et al., 2022). Familiarising parents with materials has the potential to improve SRE by increasing coherence between educators' and parents' messages to children about sex and relationships, increasing discussion of SRE topics in parent-child conversations, and decreasing parental anxiety about topics like sexual orientation. Future problems, such as involving dads, scalability, and sustainability, underscore the quandary of how to best permit parental choice or undertake equalities interventions (Allred et al., 2016). *Some parents in Eastern countries, such as Indonesia, conveyed sex education to their children. Children might have various reactions to that topic, but it is important to keep them safe, especially in reproductive health, regardless of the culture or tradition* (Salim & Tambunan, 2022).

CONCLUSION

There is a positive correlation between fathers' parental role attitudes toward sex education and their sexual communication with their children. parents were more comfortable engaging in sex education with their older or young adult children rather than the younger children. Moreover, the parents considered sex education topics on sexual intercourse and instruments taboo subjects. We found that parents would like to learn more about sex education from expert lectures or professional organizations. They were interested in topics including the sexual structure of males/females and sexual physiology. The findings of the study showed that educational intervention on parental skills in sex education based on the dramatic literature to their children has a significant effect on parental knowledge, attitude, and performance.

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