

Sexual Education for Children with Special Needs in Indonesia

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ABSTRACT

Sexual education is one of the preventive measures to protect children with special needs from sexual violence. However, this program has not received much attention and still has challenges in its implementation in Indonesia. This study aims to explore the implementation of sexual education for children with special needs in Indonesia. This research method uses a literature study by collecting research articles to be reviewed and analyzed. Based on the search results on two databases, namely google scholar and web of science, 12 articles were obtained that met the criteria with 7 qualitative studies, 4 experimental studies and 1 cross-sectional study. Data analysis in this literature study used narrative synthesis analysis. Based on the results of the analysis, the research findings were categorized into four categories, namely 1) the effectiveness of sexual education, 2) teaching content, methods and media, 3) supporting factors, and 4) implementation constraints. Overall, the research article shows that the implementation of sexual education in Indonesia is still inadequate so an evaluation of the policy and curriculum is needed.

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1. INTRODUCTION

The Ministry of Women's Empowerment and Child Protection (KemenPPPA) stated that Indonesia has an emergency case of sexual violence against children. Based on KemenPPPA records, in 2022 cases of sexual violence reached 9,588 cases. This number has increased from the previous year by 4,162 cases. For children with special needs, the risk of sexual violence is 3 to 10 greater than other children (Murray, 2019; Wu & Zeng, 2020). This is because their disabilities, communication limitations, and social isolation make them vulnerable to sexual exploitation (Brownlie et al., 2007; Daigneault et al., 2023; Franklin & Smeaton, 2017). For example, children with autism and intellectual disabilities are at high risk of sexual abuse due to communication limitations and lack of ability to recognize touch as abuse (Daigneault et al., 2023; McMinn et al., 2024; Tutar Guven, 2015). As a result, many cases go unreported and create an iceberg phenomenon, where far fewer cases are reported than actually occur. In addition, limited resources and professionals trained in dealing with children with special needs are a major barrier to prevention and treatment (Furwasyyih et al., 2022). Safe sexuality education programs that are tailored to the level of understanding of children with special needs are still very minimal. This kind of education can help them recognize signs of violence and understand how to protect themselves.

Sexual education as one of the preventive measures of sexual violence is a program needed by children with special needs. Through sexual education, children will learn about physical growth and body image, touch that is allowed and not allowed, feelings towards the opposite sex, values and beliefs about sexuality, as well as gender identity and gender roles (Stein et al., 2018). The program helps individuals to increase their

knowledge and awareness of the risks of violence. Children with special needs have the right to a comprehensive sexual education program to make them individuals who do not depend on the protection of others. However, children with special needs are often considered not to need sexual education because the perception of their limitations also affects their sexual development. In fact, they are just like other children who experience physical, mental and sexual changes. Lack of knowledge about sexuality makes them unable to express their sexual needs properly or control their sexual urges, and even end up becoming sexual abusers without realizing it (Wu & Zeng, 2020). In addition, the lack of ability to read risky social situations and the ability to protect themselves makes them more vulnerable to becoming victims.

In Indonesia, sexual education has been included in the 2013 education curriculum (K-13). This program is intended for early childhood to high school level (Kholis & Pranoto, 2022). However, the implementation of this program is still debated among the community. There are restrictions on what sexual education can and cannot be taught according to normative standards. Many parents and community leaders argue that sexual education should focus on how to suppress sexual expression so that individuals avoid sexual intercourse before marriage (Tsuda et al., 2017). However, the reality of premarital pregnancy cases is increasing, indicating the occurrence of premarital sexual intercourse. The Indonesian Ministry of Education has proposed a comprehensive sex education (CSE) program that covers various aspects such as reproductive health, gender concepts, sexuality, violence, diversity, a positive view of human sexuality, and the rights of persons with disabilities. This sex education material will be inserted into the existing curriculum in schools such as biology or science lessons, population education, sports, and religion. However, the implementation of this program for children with special needs has received little attention (Furwasyih et al., 2022). Appropriate media and education systems that suit their abilities are also limited. Therefore, this literature research aims to find out about the implementation of sexual education in Indonesia for children with special needs and the challenges faced by analysing previous research articles.

2. METHOD

This research uses a literature review method with a narrative literature review approach. Narrative literature review is a method that examines previous research that has been published (Mustafa, 2021). This approach summarizes the concepts and hypotheses, research methods, or findings of the research. A narrative review is a type of review that is useful in bringing together multiple sources of literature in a particular domain and combining them. Its function is to provide the reader with a comprehensive context, identify and outline issues of concern, and highlight the significance of new research in terms of existing knowledge (Demiris, Oliver, & Washington, 2019; Paré & Kitsiou, 2016) (Faturahmi, 2020).

There are several criteria for research included in this literature review, there are:

1. Children and adolescents with special need
2. Receive intervention in the form of sexual education
3. Quantitative and qualitative research methods

Research published in Indonesian and English. Research involving participants such as teachers and parents who examine the relevance of sex education for children with special needs are also included in this study. The criteria for articles not included in this study are research that emphasizes reproductive health and parents' perceptions of sexual education, as well as research involving regular students as research respondents.

This research used Google Scholar and Web of Science as data search sources. Data was systematically collected from March-April 2024. The search strategy involved keywords and operators such as AND, OR, NOT as shown in Table 1.

Table 1. Keyword

Respondent	Special Need
intervenes	Sexual Education
Context	Indonesia

Table 2. Keyword in English Terms

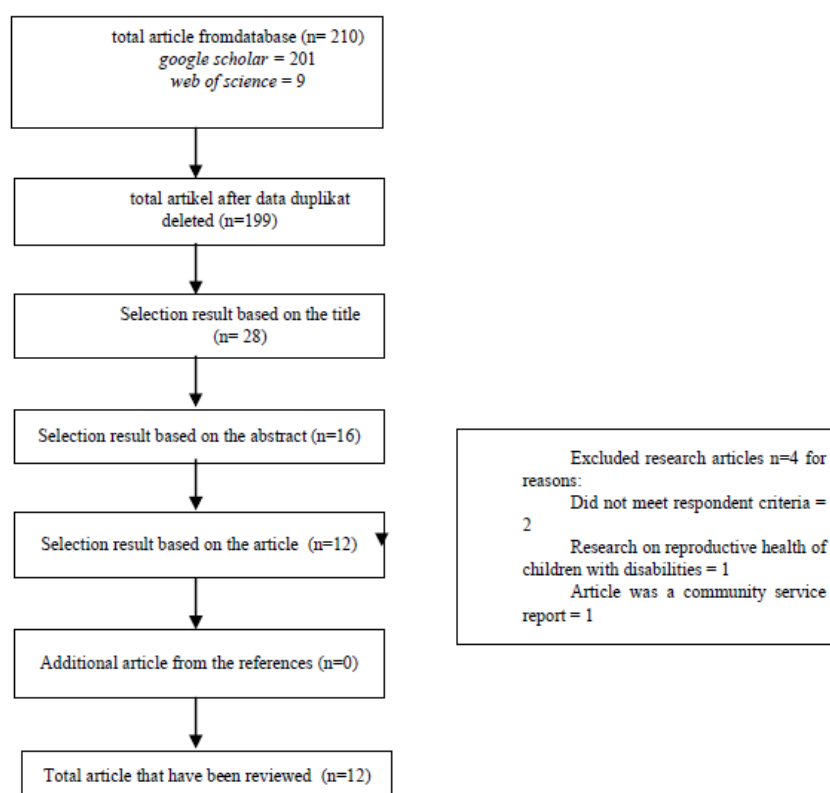
Respondent	<i>((Child* with special need OR Child* with disability) AND</i>
Intervenes	<i>(Sex* education)</i>
Contexs	<i>(Indonesia))</i>

Process Data Selection

All collected data were stored in Zotero. Once the duplicates were removed, a three-stage selection process was conducted to ensure that the research data to be reviewed met the criteria. The process started with selecting the title of the study by focusing on predefined keywords, then selection based on the abstract, and finally selection based on the full text. The selection process is carried out by analysing relevant information such as methods, population and sample, demographics, research design, data analysis, and research results. The entire selection process was conducted by reviewers.

3. RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-sections.



3.1 Description article review

The research articles reviewed have been summarized in the table. Based on the research design, there are 7 qualitative studies consisting of 6 descriptive qualitative studies and 1 literature study. As for research with a quantitative design, there were 5 studies consisting of 4 experimental studies and 1 cross-sectional study. The samples in these studies ranged from 6 to 130 and there were 4 studies that did not include the number of samples. Based on the type of disability of the respondents, there are 3 studies that focus on children with disabilities (Helda -, 2017), (Hasyim et al., 2023), 1 study with autistic children (Zulia et al., 2023), 2 studies with autistic children (Zulia et al., 2023), 2 studies with deaf children (Puspitasari, 2016; Suntari, 2022), 5 studies with children with special needs in general (Furwasyih et al., 2022; Pratiwi & Romani, 2022), 2022; Pratiwi & Romadonika, 2020; Sari et al., 2020; Tsuda et al., 2017; Utami, 2023), and 1 study that used teachers and parents as research respondents (Hasyim et al., 2017; Hasyim & Romadonika, 2017; Hasyim & Hasyim, 2017; Hasyim & Hasyim, 2017). Furthermore, based on the year of the study, the articles reviewed ranged from 2016-2023.

Table. 2 Summary of the Research

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
1	Helda	Efforts to increase knowledge through health education about sexual behavior in children with disabilities	This study aims to evaluate the increase in knowledge through health education about sexual behavior in children with disabilities at Harapan Ibu Padang Bina Grahita Social Home in 2017.	Experiment	20	Questionnaires <i>pre-test</i> dan <i>post-test</i>	Health education interventions significantly increase knowledge about sexual behavior in children with disabilities, as evidenced by an increase in knowledge level from 85% to 95% and a significant p-value of 0.000.
2	Ayu zulia, dkk.	Interpersonal Communication Patterns of Slb Teachers in Introducing Sexual Education at North Sumatra Autistic State Slb	This research aims to understand the interpersonal communication patterns of special education teachers in introducing sexual education to students with special needs at the North Sumatra Autistic State Special Education Center. This research also aims to highlight the importance of effective communication in educating students with special needs and the challenges faced by teachers in introducing	Descriptive Quantitative	8	Interviewed	The results showed that SLB teachers at SLB Negeri Autis North Sumatra need to understand effective communication patterns in teaching sexual education to students with special needs. The importance of introducing sexual education and monitoring the physical development of special education students to prevent gender issues was also conveyed in this study. Teachers also need to provide appropriate

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
			sexual education to these students.				actions in overcoming situations that arise, such as separating students of different genders and limiting the association of fellow special needs students. The obstacles faced include the physical condition of students and the lack of supporting media..
3	Winda Puspita Sari	The Role of Teacher's Interpersonal Communication with Deaf Students in Providing Sexual Education at SLB Untung Tuah From Samarinda City	This study aims to discuss the role of teachers' interpersonal communication with deaf students in delivering messages about sexual education, as well as the importance of communication with deaf students. effective in developing interpersonal relationships and understanding the needs of deaf students. The research also aims to provide an overview for teachers and the community about the importance of interpersonal	Deskcriptive Kuantitatif	5 deaf students and 5 teachers. Total sample 10 people	Interview and Observation	The results of the study showed that interpersonal communication between teachers and deaf students in delivering sexual education at SLB Untung Tuah, Samarinda City ran smoothly. Teachers used sign language effectively, and deaf students responded positively to the sexual education material taught. It is recommended that teachers be more active in interacting when delivering sexual

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
			communicatio n in providing sexual education to deaf students.				education and pay more attention to student behavior to improve the effectiveness of communicatio n.
4	Eka Adithia Pratiwi & Fitri Romadonika	Increasing the Knowledge of Children with Special Needs About Puberty Age Sex Education Through the Sociodrama Method at SLB Negeri 1 Mataram	This study aims to expand the understanding of children with special needs about sex education and puberty using the sociodrama method at SLB Negeri 1 Mataram.	Experiment	30	Quisioner <i>pre-test</i> and <i>post-test</i>	There is a significant increase in knowledge through sex education before and after the intervention for children with disabilities..
5	Ahmad Nur Hasyim, et all.	Development of Personal Safety Skills for Tunagrahita Children in SLB Nur Husnina Through Attention, Understanding and Creativity Training	This study aims to provide understanding and skills related to sexual violence in children with intellectual special needs in SLB Nur Husnina Madiun City and improve personal safety skills, especially in protection against sexual violence.	Experiment (by providing training to children with disabilities without involving statistical analysis)	Not mention the characteristic of the research	Quisioner <i>pre-test</i> and <i>post-test</i>	There was an increase in knowledge of personal safety, especially protection against sexual violence for children with disabilities.
6	Sunesni, dkk.,	The effect of providing education	This study aims to determine the effect of	Experiment	38	Quisioner <i>pre-test</i> and <i>post-test</i>	Providing education on sexual education to

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
		about sexual education for children with special needs on the knowledge level of special school teachers (SLB)	providing sexual education on the level of knowledge of special school teachers (SLB) in Padang City.				special school teachers has a significant effect on increasing their knowledge about sex and sexuality of children with special needs, especially children with disabilities. Factors such as education, experience and age also play an important role in the absorption of information and increase in knowledge. In addition, the study showed that age above 40 years had a positive influence on improving teachers' knowledge about sex and sexuality of children with disabilities.
7	Nela Agustin Permata Sari, dkk.	Sex Education for Children with Special Needs at SMA (Sekolah Menengah Atas) Luar Biasa C Negeri 2 Buleleng, Bali (Sociology of	This study aims to improve students' knowledge of sex education, analyze the interaction patterns between teachers and students both inside and outside the classroom related to sex education, and	Descriptive Quantitative		Observation, interview documentation	The results showed that adolescents with special needs also have sexual needs that must be understood and given appropriate sex education. Factors underlying the provision of sex education at SMA Luar

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
		Education Perspective)	identify and overcome the obstacles faced by teachers in teaching sex education.				Biasa C Negeri 2 Buleleng include the policy to provide sex education to adolescents with disabilities, the puberty period of adolescents with disabilities, and the existence of cases related to sexual problems. The obstacles faced by teachers in delivering sex education at the high school are related to the learning difficulties of students, especially because teenagers with disabilities tend to have below-average intelligence, so they are slower in understanding the material delivered by the teacher.
8	Ni Luh Putu Yuniarti, at all.	Educational Media to Increase Deaf Children's Knowledge about Sexual Safety and Security Protection	This research aims to explore the needs of deaf children for appropriate learning media, with an emphasis on self-protection and sexual violence prevention	Quantitative Research	9 students, 6 teachers, and 5 parents from SLBN 2 Denpasar Total: 20	Interviewed and <i>Focus Group Discussion</i> (FGD)	The results showed that hearing-impaired children need educational media that combines pictures and writing to understand material about sexual safety

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
			information. The research also aims to show that educational videos with content that suits the needs of deaf children can be an effective solution in providing information on safety and security protection..				and security. The use of audiovisual media can improve learning outcomes and student motivation, and can be utilized by educators, nurses, and child observers to provide education on sexual safety and security protection for deaf children. Visual media that prioritizes children's visual abilities and considers their cognitive development is considered suitable for delivering educational materials on sexual safety and security. Pre-testing is needed to ensure the effectiveness of the media and its acceptance by the target audience.
9	Niken Widi Astuti & Noeratri Andanwert i	Implementation of Sexual Education by Teachers and Parents for Adolescents with	This research aims to discuss the importance of sexual education for adolescents with special needs, such as adolescents with autism or	Quantitative	6	Interview and Observation	Based on the interviews, it was found that the materials that can be given are; attitudes and behaviors that can and should not be done,

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
		Special Needs	deafblindness, and to explore the role of teachers and parents in providing sexual education to these adolescents.				knowledge and discussion about gender, as well as social / community rules and demands. Then, according to the results of parents' interviews, any method can be used to provide sexual knowledge and education.
1	Nadia Utami	Implementation of Sexual Education for Early Childhood Children with Special Needs at Teddy Bear PAUD Pekalonga n City	This study aims to determine the implementation of sexual education in early childhood with special needs and to determine the challenges and opportunities in the implementation of sexual education in early childhood with special needs at Teddy Bear PAUD Pekalonga n City.	Qualitatif	Unmentioned	Interview and Observation	This study focuses on the implementation of sexual education in early childhood with special needs at Teddy Bear PAUD Pekalonga n City. Seven implementation guidelines are mentioned, including introduction to self-identity, body parts and functions, body care as God's creation, dressing modestly, toilet training, limits to body touch, and self-protection methods. Inhibiting factors were found to vary depending on the characteristics of each child's

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
							needs, such as deafness, intellectual disabilities, and hyperactive autism. Supporting factors include the use of assistive devices, interesting learning media, and parental support.
1	Iefone Shiflana Habiba & Farid Setiawan	Managemen t of Sex Education for Children with Tunagrahit a	The research aims to emphasize the importance of sex education for children with disabilities as a preventive measure against deviant sexual acts, as well as to highlight that education and educational character are essential for children with disabilities to avoid sexual violence and disclosure.	Qualitatif	-	Reference study	The results of the study show that many children and adolescents in Indonesia experience violence, especially sexual violence. Children with intellectual disabilities are vulnerable to becoming victims of sexual violence and require special sexual education. Gender differences need to be taught to them as a basis for proper education. Sexual violence continues to increase in society, and sex education is still considered

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
							controversial. Children with intellectual disabilities also need to receive sex education as a provision for self-protection. The center learning model can be effective in implementing sexual education. Good management of sexual education can help safeguard the future of children with intellectual disabilities.
1	Satoko Tsuda, dkk.	<i>Sex Education in Children and Adolescent s with Disabilitie s in Yogyakarta, Indonesia from a Teacher's Gender Perspectiv e</i>	This study aims to explore teachers' perceptions of sexual education for children with disabilities from a gender perspective. In addition, this study also aims to highlight the importance of sexual education and the need for the development of tools and materials that support education in Indonesia.	Quantitat if (cross-sectional)	130	Quisionair e	The results showed that the majority of teachers in special schools in Indonesia believe that sex education for children with disabilities is important, but the current curriculum is considered inadequate. Female teachers are more likely to consider sex education important and more likely to see inappropriate behavior in children compared to

No.	Reseracher	Title	Purpose of the Research	Research Design	Number of Sample	Instrument	Research Result
							male teachers. There is a need for comprehensive sex education guidelines in Indonesia to protect the human rights of children and adolescents with disabilities.

3.2. Analysis Result

The findings in this literature study are classified into four categories, namely

- Effectiveness
- Content, methods and learning media
- Supporting factors
- Implementation constraints.

3.2.1. Effectivities

The implementation of sexual education for children with special needs has been proven effective in increasing their knowledge of sexual behavior. (Helda -, 2017) in his research showed that before being given sexual education, the level of knowledge of mentally retarded children was at 40, but after receiving education, their knowledge increased by 50%, to 80. This finding is in line with research conducted by Pratiwi & Romadonikas (Pratiwi & Romadonika, 2020) on mentally retarded children, the research findings showed an increase in the level of knowledge of participants from pre-test to post-test, with the number of participants in the "good" knowledge category increasing from 0 to 10 people. Sexual education is very important to be given to children with special needs to prevent deviant sexual behavior and to prevent them from becoming victims of sexual violence. When they become victims, children with special needs are often unaware of this due to a lack of knowledge about sexual violence. Hasyim (Hasyim et al., 2023) showed that before being given sex education, only 2 out of 5 questions related to sexual violence were answered correctly by children with special needs during the pre-test assessment. However, after being given training, the children were able to answer all the questions. This shows that sex education is effective in increasing the knowledge of children with special needs about sexuality..

3.2.2. Content Methode, and Learning Media

Based on the reviewed articles, there are several things that need to be considered in providing sexual education to children with special needs, including content, methods, and learning media. These three things must be adjusted so that the desired learning objectives can be achieved. Astuti's research [21] explains that teachers and parents hope that sexual education teaches sexual attitudes and behaviors that are and are not allowed, especially in public, as well as learning about general body functions and sexual functions specifically so that they are not surprised when experiencing biological changes. (Utami, 2023) states that there are seven guidelines in providing sex education at the Teddy Bear Pekalongan PAUD, namely introduction to self-identity, body parts and their functions, body care as God's creation, dressing modestly, toilet training, limits on body touch, and self-protection methods. The methods that can be used are introduction, direct teaching, and communication through pictures. Teachers and parents also emphasize the importance of providing continuous guidance and paying attention to every sexual development of adolescents [21]. Furthermore, Pratiwi & Romadonika (Pratiwi & Romadonika, 2020) explain more specific methods such as sociodrama, this method can help children with special needs understand sexual education more effectively. Through sociodrama, sexual education can be delivered visually, allowing participants to experience certain situations,

and assisting in mastering lessons through the development of imagination and appreciation. Meanwhile, the learning media used can be adjusted to the type of disability experienced by children. As in the study (Suntari, 2022) which emphasized the importance of visual media for deaf children who can display writing and images to understand sexual safety and security material.

3.2.3. Supported Data

The implementation of sexual education for children with special needs cannot be separated from supporting factors that support the success of the program. There are two studies that explain that teachers' interpersonal communication skills can help students understand information better, overcome obstacles in understanding, and build positive relationships between teachers and students (Puspitasari, 2016; Zulia et al., 2023). The next factor is the teacher's capacity as a facilitator in delivering sexual education. (Furwasyih et al., 2022) explain that teacher knowledge, experience, and age are very important because they affect the teacher's ability to absorb information about sexual education for children with special needs and their ability to convey it. Furthermore, the factor of parental support is very important in the implementation of sexual education. Children spend a lot of time with their parents, so parents can teach them repeatedly about sexual education, such as which parts of the body can be touched, cleanliness of sexual organs, and toilet training (Utami, 2023).

3.2.4. The Implementation Obstacles

Like other educational programs, sexual education also faces obstacles in its implementation. Moreover, this program is intended for children with special needs, of course this is not easy. In the article reviewed by the reviewer, there are several obstacles faced, including learning difficulties for some students caused by below average intelligence levels, lack of ability to concentrate, and physical disabilities experienced (Sari et al., 2020; Utami, 2023). In addition, the management and curriculum of sexual education for children with special needs in Indonesia are also obstacles in the implementation of this program (Tsuda et al., 2017) [22]. This is because sexual education is still considered taboo by society and is controversial when applied in a school environment [22].

Discussion

Sexual education for children with special needs is important to teach, considering that children with special needs also have sexual urges just like other children. However, lack of knowledge makes them unaware of what is happening inside them and vent their sexual urges in behavior that tends to be less acceptable, this behavior is often found in children with intellectual disabilities. In addition, sexual education can also be an effort for educators, parents and the community to protect children with special needs from sexual violence. Based on the reviewed articles, there are 3 studies that show the results of increasing knowledge of children with special needs through the sexual education provided (Hasyim et al., 2023; Helda -, 2017; Puspitasari, 2016). Sexual education is important to be provided early because it will affect children's social and behavioral skills, as well as skills for responsible decision-making on matters related to sexuality (Tutar Guven, 2015). When providing sex education for children with special needs, it is very important to consider the physical condition and mental development of the child. For example, children with hearing impairments have different ways of learning than children with visual impairments. The learning methods and media provided must be adjusted to their physical condition. Suntari (Suntari, 2022) mentioned the importance of visual media for deaf children in sex education. Pictures and writing will help them understand the material given more easily. Meanwhile, children with intellectual disabilities need to pay attention to their mental development. They may have physical and sexual development that is in accordance with their age, but their mental development is slower than children of the same age. Therefore, the weight of the material needs to be adjusted to their abilities. Not only physical and mental conditions, gender differences also need to be considered in implementing this program. Female students tend to be more shy in discussing sexuality in contrast to male students who tend to be more confident (Jalanidhi & Azizah, 2022). Furthermore, to increase the effectiveness of sex education, it needs to be done repeatedly so that good sexual understanding and behaviour can be internalized in them [21].

Children with special needs have different needs and understandings, so the abilities and knowledge of educators are very fundamental. The success of a program is influenced by how deep the teacher's knowledge is regarding the learning topic (Furwasyih et al., 2022). Before conveying information, teachers need to first understand the development and problems of sexuality in children with special needs. So that in terms of delivery, teachers know what information children need according to their capacity and age. In addition, abilities such as conveying information are also very much needed. In the context of education for children with special needs, interpersonal communication skills between teachers and students are important because they can affect students' learning experiences. Interpersonal communication is the process of exchanging information and thoughts between individuals through verbal and non-verbal means (Xie & Derakhshan, 2021).

This involves attention to students, closeness, understanding, and positive feedback, which motivates students to achieve their desired academic goals. Based on the reviewed articles, interpersonal communication is a supporting factor for the success of sexual education for children with special needs (Pusgurupitasari, 2016; Zulia et al., 2023). Through interpersonal communication teachers can better understand the specific needs of each student and deliver sexual education using language that can be easily understood.

Despite the importance of sexual education for children with special needs, in the context of education in Indonesia, this still encounters several obstacles. The management and curriculum of sexual education in Indonesia are still limited (Tsuda et al., 2017). Most sexual education materials in Indonesia discuss the differences between male and female bodies that are integrated into biology lessons in schools. Around 83% of teachers in Indonesia answered that the sexual education curriculum taught to students was inadequate (Tsuda et al., 2017). UNESCO as one of the organizations under the auspices of the UN has issued technical guidance regarding what should be provided in sex education. The United Nation population fund explains that sex education is not limited to biological elements such as knowledge about reproduction or sexually transmitted diseases. However, things like how to build good friendships, refuse or give consent to sexual activity, sexual behavior that is allowed and not allowed, and how sexual interpretations differ in each culture. For children with special needs, this can be modified and adjusted to their understanding abilities. In order to improve equality and the welfare of children with special needs, further research is needed to determine the implementation of good sex education in the education sector in Indonesia. Furthermore, the role of teachers is very important in efforts to implement inclusive sexual education for children with special needs. Teachers are the ones who interact directly with students, so they have a deep understanding of students' needs and abilities in absorbing the material (Ardianingsih et al., 2013). Therefore, teachers are not only responsible for delivering the existing sexual education curriculum, but also for adjusting it according to the level of understanding and special needs of each child.

4. CONCLUSION



Based on the results of the analysis of 12 research articles, it can be concluded that there are four categories of findings in this study. First, sexual education is effective in improving the knowledge of children with special needs. Knowledge about matters related to sexuality can improve social skills, good sexual behavior, and responsible decision-making skills. Second, sexual education for children with special needs needs to consider the content, methods, and media used. This is because each child has different needs and understanding so that in implementing the program it is necessary to pay attention to the differences of each individual. Third, the success of sexual education is influenced by the quality of educators, such as knowledge and skills in conveying information. In this case, interpersonal communication skills are needed so that teachers can deliver sexual education with the weight of material and language that is appropriate to the understanding of each child. Finally, although sexual education is important to prevent sexual violence against children, in Indonesia itself the management and curriculum of education are still inadequate. Information about sexuality is limited to the differences between male and female body organs and infectious diseases. Further evaluation of sexual education policies and curricula in Indonesia is needed so that the quality of education in Indonesia is much more comprehensive and inclusive.

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