The Influence of Digital Pocket Books on Parents' Knowledge of Early Childhood Sexual Education

Elisabeth Fransisca Saragi Sitio [1], Kartika Ananda [2], Rahmah Dwi Sistiarini [3]

[1] University of Palangka Raya, Indonesia; elisabeth@fkip.upr.ac.id
[2] University of Palangka Raya, Indonesia; kartika.ananda@fkip.upr.ac.id
[3] University of Palangka Raya, Indonesia; rahmah.sistiarini@fkip.upr.ac.id

| Abstract | This study aims to address parents' need for clear, practical, and easy-to-understand guidance in introducing early childhood sexual education. In response to the increasing urgency of preventing sexual violence against children, this research examines the influence and effectiveness of a digital pocketbook as an educational medium to improve parents' knowledge of early childhood sexual education. The study employed a quantitative research approach using a one–group pretest–posttest design. The research sample consisted of 14 parents of students enrolled at Pembina State Kindergarten, located in Bukit Batu District, Palangka Raya City, Central Kalimantan. Data were collected through pretest and posttest instruments and a questionnaire to capture parents' responses to the use of the digital pocketbook. The analysis results demonstrate a significant increase in parents' knowledge after the intervention, indicating that the digital pocketbook had a positive influence and was an effective learning tool. In addition, parents expressed favorable responses regarding the clarity, accessibility, and usefulness of the digital pocketbook in supporting their understanding of early childhood sexual education. These findings highlight the potential of digital educational media as a practical solution for parental education. The results of this study are highly relevant. They can serve as a reference for parents, educators, and early childhood education stakeholders in strengthening preventive efforts against sexual violence involving young children. |

| Keywords | Digital Pocket Book; Early Childhood Sexual Education; Parents |

Corresponding Author
Elisabeth Fransisca Saragi Sitio
University of Palangka Raya, Indonesia; elisabeth@fkip.upr.ac.id

1. INTRODUCTION

Early childhood sexual education is an important aspect of child development (Azzahra, 2020). Appropriate sexual education can help children understand their bodies, build awareness of personal boundaries, and develop healthy social skills; furthermore, sexual education enables children to protect themselves from sexual crimes (Mazroatun Nisrin, Naylatus Surur, Ahmad Thohirin, 2024). The phenomenon occurring in Indonesia, based on data on cases of sexual harassment and sexual violence against children, is very concerning (Dihan, C. M., Anwar, M. A. P., Albab, U., Syafira, M., Zaenuri, 2024). In 2024, the number of documented cases of sexual violence against children reached 7,623 cases, with the most common type of sexual violence experienced by children being physical and psychological violence. Based on SIMFONI-PPA data, there were 6,870 female victims and 1,633 male

victims; KPAI, 2024. Meanwhile, according to the results of a situation analysis survey of parents at the Pembina State Kindergarten in Bukit Batu District, Palangka Raya City regarding early childhood sexuality education, it was found that 78% of parents had not provided sexuality education to their children for various reasons, including parents having difficulty using language that children can easily understand, parents thinking that their children do not understand ('still young'), being confused about where to start, and not knowing how to explain to children, and parents lacking knowledge about children's sexuality education. As many as 80% of parents did not know how to provide sexuality education to their early childhood. When children asked about body parts, 35% of parents responded with confusion, 14% remained silent, 18% changed the subject, and 5% became angry. In fact, parents play a very important role in providing sexuality education to early childhood (Hasiana, 2020) because they are the main source of information for children about sexuality (Nurhidayati, 2023) and have a significant influence on children's sexual attitudes and behavior in the future (Nefi et al., 2025). As many as 86.4% of parents feel the need for guidance on how to provide appropriate sexuality education to children, and 100% of parents are concerned about the increasing number of cases of sexual harassment, sexual violence, pornography, and risky sexual behavior.

Referring to the phenomena and survey results above, it can be concluded that currently: 1) many parents still lack understanding of sexuality education for early childhood, where parents actually want to provide sexuality education to their children but do not know how; 2) there is limited information; 3) parents need clear and easy-to-understand guidance on introducing sexuality education to early childhood. This lack of knowledge and limited information obtained by parents has resulted in cases of sexual harassment and sexual abuse against children in Indonesia that are very concerning. The impact of violence or sexual abuse on early childhood significantly affects children's psychological development (Ramadhani & Syamsyudin, 2021). Psychologically, child victims of violence and sexual abuse often experience post-traumatic stress disorder (PTSD), anxiety, depression, and deep feelings of shame or guilt. Fear and a loss of trust in others can cause children to withdraw from their social environment, hindering recovery and exacerbating feelings of loneliness in the future. Physically, child victims of violence and sexual abuse often experience injuries, ranging from minor injuries to severe trauma requiring intensive medical care. Furthermore, sexual violence against children can lead to reproductive health problems and sexually transmitted infections (Fauziah, Andriani, 2020). Therefore, comprehensive treatment is necessary to restore the victim's condition fully.

Given the alarming number of cases of sexual harassment and violence against children in Indonesia, providing early education about introducing sexuality to children is crucial as a preventative measure against violence, harassment, and the negative impacts of sexual behavior (Nurholik, 2024). However, many parents feel unprepared or unsure how to provide appropriate sexuality education to their children, and are unsure how to initiate the conversation (Zakiyah et al., 2016). These beliefs can hinder parents from providing appropriate sexuality education to young children (Novi Suma Setyawati, 2025). Parents and teachers need to introduce children to body parts without covering the genitals (Buni, 2013). Parents tend to introduce genitalia with other names because they feel safer and less taboo (Rossytawati et al., 2023). In fact, introducing and naming the "vagina" and "penis" is just as important as introducing other body parts, such as eyes, nose, mouth, ears, hands, feet, etc (Isnaeni, R. F., & Latipah, 2021). According to (Kenny et al., 2013)Simply calling vital organs by their proper names, vagina and penis, can significantly reduce the risk of child sexual abuse. Children who know the proper names of body parts tend to have a better understanding of their own bodily boundaries and can communicate clearly if something is uncomfortable or suspicious. For example, if a child experiences abuse but only knows vague terms like "bird" or "genitals," the child's story or report may not be understood or even dismissed by an adult (Wismayanti, 2020).

An introduction to body parts and their functions should be provided to children as early as possible (Marlina, R., & Miranda, 2017). Children begin to understand their body parts around the age of 12 to 13 months (Rossytawati et al., 2023). At this age, children can already follow parental

instructions to point to certain body parts (Firdania & Sastypratiwi, n.d.), for example, when given the instruction 'Where is your ear?'. Over time, when the child is ready and understands, parents can further introduce body parts and their functions, how to care for them, and discuss the differences between male and female bodies (Lailatul, 2019). In addition to introducing body parts and their functions, parents also need to introduce children's private body parts, including the lips, chest, reproductive organs such as the vagina and penis, and buttocks (Sari, M., & Andriyani, 2020). Cultivate self-protection awareness by teaching children that if someone close or even a stranger tries to touch or has touched their private body parts, they should refuse, scream, and report it to their parents (Wardani, 2024). However, in reality, especially in marginalized social environments with parents who are generally low in education, parental knowledge about sexual education is still very limited (Ja, 2018). Parents do not know or understand the appropriate methods or simulations to introduce reproductive organs and their functions, as well as explain which private body parts should not be touched by others (Nindiya et al., 2024). The lack of education about sex that children receive from the family environment causes children to experience confusion and make mistakes in seeking information obtained from inappropriate sources (Yafie, 2017). Every child has the right to feel safe, protected, and accompanied in everyday life (Utami, 2018). However, in reality, not all children can recognize danger or threatening situations, especially if they lack a sufficient understanding of how to protect themselves (Anggraini et al., 2017).

Previous research examined the effect of audiovisual media use on early childhood knowledge about sex education. However, a limitation of this study was that children used only two senses to process information about sex education, when the sense of touch should have been directly involved to help them distinguish between permissible and impermissible touch. This research aligns with the study by Romadhan et al. (2023), which examined the use of interactive digital comic media to introduce sex education to early childhood. However, this study shared the same limitations as the previous study: children relied on only two senses to process information about sex education, excluding the sense of touch. The research results (Magta, M., & Lestari, 2022) showed that 88.69% emphasized the importance of the media in providing sex education for early childhood. However, this study was limited to testing the effectiveness of training in creating sex education media for early childhood, so it was not directly implemented to children using the sex education media that had been created. Research by Ruqayyah, Anggraeni, K., and Fadey states that well-designed digital platforms can reach a wider audience and offer greater flexibility when followed by good practices. However, a limitation of this study is that the good practices mentioned are presented only in the form of literature reviews or are not directly practiced. Based on previous research, it can be concluded that currently there is no specific research that explores direct parental guidance in introducing sex education to early childhood through digital-based media. Therefore, researchers are interested in using a previously developed digital pocketbook to provide parents with knowledge and guidance on introducing sex education in early childhood through simulations and recommended practices. The purpose of this study is to facilitate the needs of parents in obtaining clear and easy-to-understand guidance on the introduction of early childhood sex education, as well as to support healthy and positive sexual development for early childhood, and strengthen positive relationships between parents, teachers, and children (Desi et al., 2024), as well as a preventive effort to reduce the negative impact of sexual behavior (Pratiwi, S. M., & Gandana, 2024).

2. METHODS

This study used a quantitative research design with a One-Group Pretest-Posttest design. The One Group Pretest-Posttest design is used to determine the effect of a treatment by comparing the results before and after treatment in the same group. This study aims to test the hypothesis regarding the before-and-after effects of using a digital pocketbook using quantitative data from parents' knowledge about early childhood sexual education. The study sample comprised 14 parents of students at Pembina

State Kindergarten in Bukit Batu District, Palangka Raya City. The reason for selecting this sample and research location is that Pembina State Kindergarten, located in Bukit Batu District, is one of the kindergartens situated in a suburban area. This location is considered relevant because it has a high need for parental education regarding early childhood sexual education, especially due to limited access to information, where parents desperately need clear and easy-to-understand guidelines on introducing early childhood sexual education. Furthermore, this area requires increased attention from the government, academics, and researchers in support of early childhood education programs (Nurlaily et al., 2021).

Pretest-posttest data were collected through a questionnaire consisting of 10 statements, which parents completed. The analysis technique employed was a paired-samples t-test, using SPSS version 23. This test was used to determine whether there was a statistically significant difference between the pre-test and post-test scores within the same group. This technique is suitable for the One Group Pretest-Posttest research design because it can demonstrate the effectiveness of the treatment, in this case, the use of a digital pocket book. This research was conducted from August 4, 2025, to August 19, 2025. The following are 10 statements for parents used in the Pretest-Posttest data collection.

Table 1. Parent Questionnaire Statement

No	Statement
1	I feel that sexual education is not necessary to be given to young children.
2	I know the names of body parts of children, including private areas.
3	I understand the difference between safe and unsafe touch.
4	I know how to explain body privacy to children in simple language.
5	I find it difficult to talk about the topics of body and sexuality with my child.
6	I know the importance of teaching children to say 'no bravely'.
7	I know who the trustworthy adults are who can help the child
8	I am accustomed to using media (such as books, dolls, and pictures) to convey sensitive material to children.
9	I feel confident answering the child's questions about the body.
10	I am willing to practice the contents of the digital pocketbook in activities with children.

Figure 1. Implementation of Research

3. FINDINGS AND DISCUSSIONS

This research was conducted through three stages: pretest, treatment, and posttest. Based on the research stages that have been carried out. The following is an analysis of the average results of the pretest and posttest.

Table 2. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	35,50	14	6,836	1,827
	Post Test	43,93	14	3,689	,986

Based on the results of statistical analysis of paired samples, there was a significant increase in parental knowledge regarding the introduction of early childhood sexual education after being given a digital pocketbook treatment. The average knowledge score increased from 35.50 in the pre-test to 43.93 in the post-test, with a difference of 8.43 points. These findings indicate that the use of the digital pocketbook is effective in increasing parental knowledge about early childhood sexual education. These results align with the research objective of increasing parental knowledge so that they can support healthy and positive sexual development in early childhood through simulations and good practices carried out with children.

Parents know that introducing sexual education to children, understanding that it is not taught explicitly. Rather, it involves: 1) Building the right vocabulary, by teaching the correct names of body parts (including genitals) from an early age, which helps children feel comfortable talking about them and reduces feelings of shame or taboo. 2) Enhancing children's personal safety, enabling them to protect themselves from sexual abuse better because they understand the concept of good and bad touch. Children understand that they have the right to say "no." 3) Teaching boundaries and consent, where children learn to respect their bodies and realize that their bodies belong to them. Children develop a positive self-image, which helps them set boundaries, an important lesson that starts early. 4) By building open communication, parents and children can get used to talking about sexual education topics in simple language (Handayani, 2017). This opens a healthy communication channel between parents and children, allowing the child to feel comfortable asking questions or sharing stories in the future (Aisyah, Hartanti, J., & Anggreni, 2025).

In addition, parents also become increasingly aware of and understand the various forms of sexual abuse against children (UNICEF, 2020). Sexual abuse may take verbal, non-verbal, and physical forms. Verbal abuse includes obscene comments, sexual jokes, inappropriate teasing, requests to perform sexual acts, and intrusive questions about a child's sexual life. Non-verbal abuse involves lewd or degrading looks, sexually suggestive body movements or gestures, deliberately exposing genitals, and sending pornographic images or videos to children. Physical abuse without contact may occur through acts such as blocking a child's path in a secluded area with sexual intent or stalking the child. Sexual coercion is also a common form, characterized by threats and intimidation, including threats to harm the child or their loved ones if they do not comply with the perpetrator's wishes, persuasion through unrealistic gifts or sweet promises, and the misuse of positions of power, such as those held by teachers or religious figures, to pressure children. Furthermore, child sexual exploitation includes practices such as child prostitution, child pornography through the production and distribution of images and videos, child trafficking, and sexual extortion. Sexual contact abuse refers to direct physical touch without penetration, such as groping or touching a child's private areas over or under clothing. More severe forms involve sexual abuse with penetration, including rape and sodomy. In the digital sphere, online-based sexual violence occurs through practices such as grooming, which involves building emotional relationships or trust with children online for future sexual exploitation, and live streaming, where children are forced to perform live or recorded sexual acts. Lastly, sexual neglect occurs when caregivers leave children with individuals known to have a history of sexual violence or ignore clear signs that a child has been a victim of sexual abuse.

Table 3. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8,429	8,225	2,198	-13,177	-3,680	-3,834	13	,002

Based on the results of the hypothesis test on the use of digital pocket books and parental knowledge about early childhood sexual education, the calculated t-value is -3.834, with a two-tailed significance value (Sig.) of 0.002. Thus, it can be concluded that the significance value is less than 0.05; therefore, H0 is rejected, and H1 is accepted. This means that there is an effect of the use of digital pocket books on parental knowledge about early childhood sexual education. These results align with the study's purpose, which is to provide parents with clear, easy-to-understand guidance on introducing early childhood sexual education.

The results of this hypothesis are also supported by qualitative data regarding parents' knowledge about early childhood sexual education before and after being given treatment. Before being given treatment using a digital pocket book, the researcher asked the sample parents in the questionnaire, "In your opinion, what is the attitude of a good parent when a child asks about body parts?" and the parents answered, "To explain with the limited knowledge the parents have." Subsequently, the same question was asked again of the parents after they had received treatment using the digital pocket book, and some parents responded, "To respond to the question by first finding related information regarding the child's question to avoid giving incorrect information to the child." Some parents also responded, "Explaining with the actual language, there is no need to use metaphors to explain the penis and vagina." Based on these parental responses, it can be concluded that the use of digital pocket books has a positive impact on increasing parents' knowledge about early childhood sexual education. Parents are also enthusiastic and willing to implement the contents of the digital pocketbook, which includes sexual education simulations, in activities with their children at home (Elisabeth et al., 2025)

The digital pocketbook offers several examples of sexual education simulations that parents can conduct with their children at home. One of these activities is a discussion on maintaining personal areas, which introduces the "personal area secret" rule. In this discussion, parents explain that certain parts of the body covered by underwear are private and should only be seen or touched by the child themselves, parents for hygiene purposes, or a doctor when a medical examination is necessary. Children are also taught that they should not see or touch other people's private areas without permission. An explanation of safe and unsafe touch complements this discussion. Safe touch is described as a form of affection, such as patting the head, holding hands while crossing the street, or giving a high-five. In contrast, unsafe touch includes touching private areas covered by clothing, such as the vagina, penis, or chest, forcing kisses on the cheeks or lips, or touching sensitive areas like the thighs and back. When children experience unsafe touch, they are taught to respond by firmly refusing, shouting, and seeking help, remembering the perpetrator's appearance, and reporting the incident to their parents.

Another simulation presented in the digital pocketbook is the "circle of trust" activity. Using simple materials such as paper and markers, children are invited to draw a circle and write or attach pictures of people they trust, such as parents, grandparents, or teachers. Parents then discuss with the child the reasons these individuals are trusted, emphasizing the message that whenever the child feels sad, scared, or uncomfortable, they can talk to anyone within this circle.

In addition, the pocketbook includes a storytelling activity using dolls named "Cika and Ciko."

Through stories about everyday activities, such as playing or visiting a doctor, parents introduce various illustrated situations that depict examples of safe and unsafe touch. Children are encouraged to imagine themselves in these scenarios and discuss which actions are allowed and which are not. Role-playing with the dolls helps practice saying "no" to unsafe touch. At the end of the session, children are asked to color a picture of a human figure, which is then used to review and reinforce understanding of body parts that should not be touched. The digital pocketbook also includes documentation of how parents apply and use these simulations together with their children.

Figure 2. The Use of Digital Pocket Books by Parents

Based on the research conducted, parents are very enthusiastic about the availability of digital pocket books. Parents can directly use digital pocket books to provide sexual education to their children at home. Many parents find convenience in using digital pocket books, including flexibility with free time for both parents and children, practicality due to their easy accessibility on each mobile phone, and simulations that are easy to understand and practice at home.

The direct use of a digital pocket book by parents can provide tangible benefits for both parents and children. The benefits for parents and children include increasing parents' confidence in providing sexual education to early childhood, enhancing parents' knowledge about sexual education for young children, so that parents are not confused and can provide accurate information to their children. In addition, it can strengthen a positive relationship with children through open and honest communication about the body and sexuality, allowing children to receive correct and age-appropriate information about their body, personal boundaries, safe and unsafe touching, as well as the concept of privacy from an early age. Children learn to recognize, understand, and protect themselves from potential dangers or sexual abuse.

With the presence of a digital pocket book, parents no longer feel awkward or have difficulty delivering sexual education, which was previously considered taboo. This book is designed with engaging illustrations and everyday situation-based narratives to help children better understand important concepts in sexual education without feeling scared or confused. Moreover, this digital pocket book also guides parents in answering critical questions from their children. By providing examples of conversations that foster open communication, parents can create a comfortable, trusting environment for discussion.

The use of this digital pocketbook is not only a source of information for parents, but also a strategic support tool in shaping families that are aware, responsive, and caring about children's sexual education from an early age. The increase in knowledge gained through this digital pocketbook is expected to be lasting rather than temporary, and to be internalized and applied in daily life, particularly in interactions between parents and children. Thus, the use of this digital pocketbook can serve as a long-term strategy in strengthening sexual literacy within the family environment. Through the use of this digital pocketbook, it is hoped that cases of sexual abuse and harassment against children can be

prevented, and future generations can grow up with a healthy understanding of their bodies and safe relationships with others.

4. CONCLUSION

This study concludes that the use of digital pocket books is effective in increasing parental knowledge of sexual education for early childhood, and that this use has an impact on parental knowledge of sexual education for early childhood. This research is very important and relevant as a reference for many parties, especially parents, educators, and early childhood observers, because it supports healthy and positive sexual development in early childhood and supports the Indonesian government's commitment to preventing sexual violence against children. Furthermore, the study's conclusions reinforce the view that digital-based interventions can be an effective, efficient, and easily accessible educational solution for the general public, especially in areas still considered taboo, such as sexual education.

A limitation of this study is that digital pocket books were used and perceived as beneficial only by parents at one kindergarten location, due to limitations in travel, time, and cost that prevented access to other kindergartens. Future research directions include expanding the use of digital pocket books, especially in underdeveloped, remote, and frontier (3T) areas, both in Central Kalimantan Province and across Indonesia.

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