
Sex Education Through Reproductive System Materials on Body Privacy Awareness of Elementary/MI Students: A Systematic Review (2022-2024)

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ABSTRACT

This study fills the gap in the study of sexual education in elementary school by highlighting the lack of exploration of students' understanding of reproductive system material and its relationship to body privacy awareness. The Systematic Literature Review (SLR) method was chosen referring to the PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis) research step, including five stages; 1) determining eligibility criteria, 2) defining information sources, 3) literature selection, 4) data collection, 5) data item selection. 28 articles were obtained from the Google Scholar and Scopus databases that met the criteria for analysis. The results of the study confirmed the importance of early sexual education, with 5 articles explicitly highlighting its urgency. Various methods have been applied, such as psychoeducation, audio-visual and touch sensor-based sex education poster voicing media, Wise book, digital story media, and comics. Efforts to provide an understanding of body boundaries have also begun to be made, such as through role play and service-learning methods. However, only one study was found related to learning the human reproductive system, which showed that the results were not optimal. The lack of visual appeal in the teaching materials makes learning less interesting and tends to be boring. This research can be a reference in the development of a more contextual curriculum and strategies for sexual education in elementary schools/MI and encourage the development of research on reproductive system materials in relation to the limited awareness of body privacy.

Keywords: *Body Privacy; Sex Education; Reproductive System*

ABSTRAK

Penelitian ini mengisi kesenjangan dalam kajian edukasi seksual di SD/MI dengan menyoroti minimnya eksplorasi pemahaman siswa tentang materi sistem reproduksi dan kaitannya terhadap kesadaran privasi tubuh. Metode *Systematic Literature Review* (SLR) dipilih mengacu pada langkah penelitian PRISMA (*Preferred Reporting Items for Systematic Review and Meta-analysis*), meliputi lima tahapan; 1) menentukan kriteria kelayakan, 2) mendefinisikan sumber informasi, 3) pemilihan

literatur, 4) pengumpulan data, 5) pemilihan item data. Diperoleh 28 artikel dari database Google Scholar dan Scopus yang memenuhi kriteria untuk dianalisis. Hasil penelitian menegaskan pentingnya pendidikan seksual dini, dengan 5 artikel secara eksplisit menyoroti urgensinya. Berbagai metode telah diterapkan, seperti psikoedukasi, media *voicing poster sex education* berbasis audio visual dan sensor sentuh, *WiseBook*, media cerita digital, dan komik. Upaya dalam memberikan pemahaman tentang privasi tubuh (*body boundaries*) juga sudah mulai dilakukan, seperti melalui metode *role play* dan *service learning*. Namun, hanya ditemukan satu penelitian terkait pembelajaran sistem reproduksi manusia, yang menunjukkan hasil belum optimal. Kurangnya daya tarik visual pada bahan ajar membuat pembelajaran menjadi kurang menarik dan cenderung membosankan. Penelitian ini dapat menjadi rujukan dalam pengembangan kurikulum dan strategi edukasi seksual di SD/MI yang lebih kontekstual serta mendorong pengembangan penelitian tentang materi sistem reproduksi dengan kaitannya pada kesadaran privasi tubuh yang masih terbatas.

Kata Kunci: Privasi Tubuh; Sex Education; Sistem Reproduksi

INTRODUCTION

Sexual violence that occurs against children of various ages is still a global issue that is rampant in various countries. Based on the meta-analysis compiled, WHO noted that the prevalence of sexual violence in various countries is 20% in girls and 8% in boys. Sexual violence is more dominant in poor and developing countries (Irma, 2023). The prevalence of sexual violence in Indonesia, based on the SIMFONI-PPA, records that the most experienced type of violence is sexual violence in 2024 reaching 10,557 cases, as presented in figure 1.

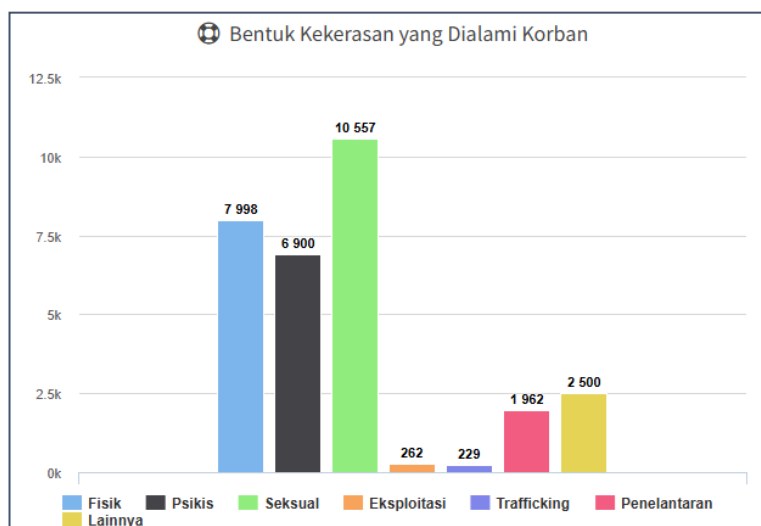


Figure 1. Number of cases of violence by type

The problem of sexual violence, especially in children, becomes a prolonged anxiety if prevention efforts are not made. This issue becomes very serious because it has significant consequences on the future of children. Child sexual abusers often disguise their actions with a good attitude and make the victim feel that this is a sign of concern (Syofiyanti, 2021). Children's lack of ability to recognize adult motives puts them at risk (Hernawan, 2023). In addition, in today's digital era, children tend to find it easier to explore all information through social media without the supervision of parents and teachers. This will be very worrying if not equipped with sufficient knowledge and understanding of sex education.

Schools as official educational institutions should provide facilities related to sexual education from an early age. However, sexual education in Indonesia is still assumed to be a

taboo. In fact, the community thinks that this does not need to be taught to children. This assumption arises because of the lack of understanding of the public and teachers about sexual education for children as well as methods and media in delivering material (Kamilah, 2021). Sex education has a broad meaning including gender, reproductive function, hormonal changes, puberty of children and so on. In addition, the material provided is adjusted to the child's developmental stages, such as helping them recognize their own bodies, how to get along with the opposite sex, understand actions that lead to sexual harassment, and recognize the limits of body privacy (Rahmasari & Fathiyah, 2023).

Awareness of the limits of body privacy in each individual child can help prevent sexual violence against them. At elementary school age, students need to start knowing the ins and outs of the body and its functions based on gender differences (Anitasari & Tulak, 2023). They are taught how to dress and behave according to their gender. They begin to grow awareness about the limits of the body that others can see and touch and what is not allowed. They began to be introduced to the risks and how to behave if they received treatment that indicated sexual crimes. They are also taught to be responsible for taking good care and care of the body. A strong understanding of the body's privacy (*body boundaries*) from an early age will be enough to help them avoid things that interfere with their comfort, including sexual violence.

Research highlighting the importance of sexual education in elementary school has been widely carried out through various approaches such as psychoeducation and audio-visual media development, as researched by Sutriyani et al. (2024a) and Fadilah (2023a), but empirical evidence in the successful implementation is still quite limited, especially in terms of building students' awareness of their body privacy. Studies that specifically discuss how reproductive system material is taught and understood by elementary/middle school students are also still limited, especially in relation to increasing their awareness of body privacy. Evidence-based studies are needed in a research approach to systematically evaluate what has been successful and needs to be improved in sexual education in Indonesia. With measurable data and analysis, more relevant and contextual sex education strategies can be created.

This study uses the Systematic Literature Review (SLR) to identify and analyze research trends, main findings and gaps in previous studies, including obstacles that are often faced in the implementation and research of sex education in elementary schools, such as social stigma, lack of community openness, and limitations of previous studies (Kurino & Herman, 2024). The literature on body privacy awareness in the context of basic education is still limited, so it requires more in-depth exploration. The main objectives of the research are to analyze the implementation of sexual education in elementary school, students' understanding of the limits of body privacy and the contribution of reproductive system materials to their awareness of privacy. This research will contribute to filling the research gap by providing evidence-based views that can be a reference for educators, policymakers, and other researchers.

METHODS

Type and Design

This study uses the Systematic Literature Review (SLR), which is "a systematic way of collecting, critically evaluating, integrating, and presenting findings from across multiple research studies on a research question or topic of interest" (Pati & Lorusso, 2018). The focus of this research is to review the implementation of sex education in elementary school,

elementary school students' understanding of body privacy (body boundaries) and the contribution of reproductive system materials to students' understanding of body privacy. The research steps carried out refer to PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis), covering five stages, namely; determine eligibility criteria, define information sources, literature selection, data collection, data item selection.

Criteria for analyzed articles

The articles selected as data in this study must meet the following criteria;

IC1: Published between 2022-2024

IC2: About Sex Education in Elementary Schools

IC3: About Body Privacy Restrictions

IC4: About Reproductive Materials in Elementary Schools

IC5: Written in Indonesian and English

Resources

The source of the article search used is *database* from Google Scholar and Scopus, by entering keyword on the facility *Search*. These include, a) "Sex Education" and "Elementary School", b) "Body Privacy", and c) "Reproductive System Material" and "Elementary School" with 2022-2024 restrictions.

Selection of literature

Articles were selected based on the criteria determined through the help of keywords in the search, so that 860 related articles were found and 28 articles were selected that met the criteria (IC) and were in accordance with the Research Question (RQ) research.

Data collection

All articles to be analyzed are collected and classified. There are three classifications, namely related to sex education in elementary schools, student body privacy and reproductive material in elementary schools. The data is also classified, based on the title, author's name, research method, results and year of publication of the article.

Selection of data items

Articles that have been classified will be analyzed to answer the focus of the research problem. All research results from the collected articles will be explored, displayed and interpreted in narrative form, with critically analyzed based on theories related to sex education for elementary schools, especially in terms of awareness of maintaining body privacy (body boundaries)

RESULTS AND DISCUSSION

Based on the selection of the results of the literature review, 28 articles about sex education in elementary schools in the 2022-2024 range were found that met the criteria for further analysis. The collected articles are categorized to answer *the Research Question* (RQ) in this study, including; a) how sex education is implemented in elementary schools; b) how elementary / middle school students understand body boundaries, and; c) how reproductive system material contributes to the understanding of body privacy of SD/MI students. The categorization of the articles can be observed in table 1 and its distribution can be observed in figure 2.

Table 1. Article Categorization

Kata Kunci	Jumlah Artikel
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Sex Education di Sekolah Dasar	18
Privasi Tubuh (Body Boundaries)	9
Materi Sistem Reproduksi di SD	1
Total	28

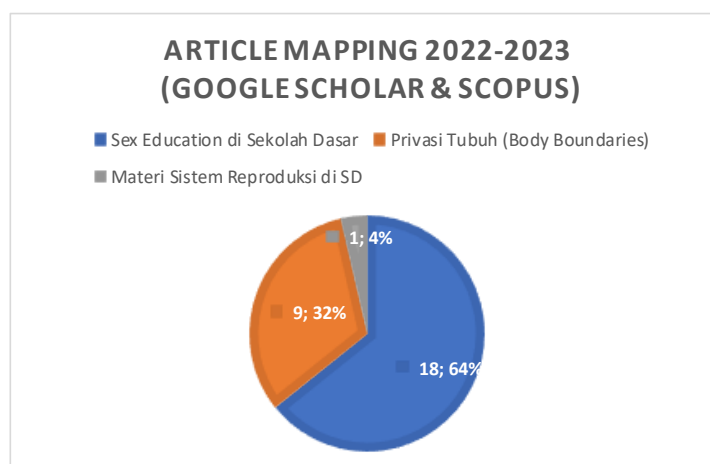


Figure 2. Distribution of Articles by Category

From the pie diagram, it is illustrated that the issue of *sex education* In elementary schools, it has still been a trend in the last three years. The research approaches used in related articles, include; Qualitative, R&D (*Research and Development*). The methods used are diverse, including; literature studies, psychoeducation, training and socialization, ADDIE, interviews, observations, and online surveys. As for the issue of body privacy (*body boundaries*) is also a topic that is quite in demand by researchers using various research methods, such as; development, exploration, review circuit, pre-post-test questionnaire, interview, observation, and documentation. However, there are still relatively few studies that focus on studying reproductive system material in elementary schools, it is proven that there has only been one related research in the last three years. In detail, the mapping of the 28 articles to be analyzed is presented in Table 2.

Table 2. Results of Mapping Articles About Sex Education in Elementary Schools and Understanding Student Body Privacy (2022-2024)

It	Heading			Writer		Method	Year
1	Pentingnya Pendidikan Pencegahan Terhadap Anak Sekolah Dasar	Penerapan Sex Dalam Upaya Pencegahan Seksual	Sex Upaya Seksual	Safitri Munawaroh Rosyadi		tinjauan literatur	2024
2	Pendidikan Pencegahan Seksual Sekolah Dasar	Seksual Dalam Upaya Pencegahan Seksual Di Sekolah Dasar	Dalam Upaya Pencegahan Seksual Di Sekolah Dasar	Isna Amalina, Masyithoh	Dzulhi Siti	studi literatur	2024

3	Psikoedukasi Pendidikan Seks Pada Murid Sekolah Dasar	Ahmad Fadilah	Arif	Psikoedukasi, dengan memanfaatkan media gambar, video animasi, dan permainan kuis	2023
4	Desiminasi Teknologi Capacitiv Sensor Dan Arduino Uno Dalam Pembuatan Voicing Poster Untuk Peningkatan Pemahaman Sex Education Bagi Anak Sekolah Dasar	Wulan Sutriyani		sosialisasi, pelatihan, penerapan teknologi, pendampingan, dan keberlanjutan	2024
5	Mengenalkan Pendidikan Seks Untuk Anak Melalui Buku Suplemen Pendidikan Seks Pada Mata Pelajaran PAI	Azhim Muntholib, Imas Kania Rahman, Budi Handrianto		Research and Development	2023
6	Pengembangan Dan Implementasi Media Pop Up Book Berbasis Powerpoint Bermuatan Sex Education Dalam Pembelajaran Bahasa Inggris Di Sd	Riesma Salsabila	Aulia	Metode riset yang digunakan yaitu D&D (Design and Development)	2024
7	Pengembangan Media Buku Cerita Digital Mengenai Seks Edukasi Dalam Implementasi Kurikulum K13	Syifa Shafira		metode ADDIE	2024
8	Implementasi Sex Education Melalui Penggunaan Komik pada Anak Kelas V Sekolah Dasar	Achmad Mahbuby		pendekatan kualitatif, wawancara dan observasi	2023
9	The Urgency Of Sex Education In Primary School	Muhammad Sofyan Lubis, Muhammad Halimi		Literature Study Research Method	2023
10	Applying Sexual Education To Elementary School Children In The Digital Native Era	Erisa Puspita Sari, Ratnasari Diah Utami		A qualitative research method was employed, utilizing a phenomenologica	2023

					l approach and a qualitative descriptive case study design	
11	Sosialisasi Pendidikan Seksual Guna Mencegah Kekerasan Seksual Pada Anak Sekolah Dasar	Anindya Ayu Hirasti , Yuditia Prameswari , Arsila Chairunnisa, Nur Hafidza Fitri, Shintya Nabilla		Metode yang dilakukan adalah psikoedukasi	2024	
12	Psikoedukasi Pendidikan Seks Pada Murid Sekolah Dasar	Cut Ita Zahara, et.al.		Metode yang digunakan dalam pelaksanaan program ini adalah Psikoedukasi	2023	
13	Sex Education Strategy For Elementary School Students As An Effort To Prevent Sexual Violence	Hamidaturrohmah , Suciati Cahyaningrum, Syafentina Maya Arinjani		Library Research	2023	
14	Factors Influencing Elementary Teachers' Readiness In Delivering Sex Education AmidstCovid-19 Pandemic	Nhung Nguyen	T.P.	Structural Equation Modeling was employed to assess the proposed conceptual model. The online survey was designed and distributed by Google Forms	2022	
15	Power, Authority And Expertise: Policy Making About Relationships And Sex Education In English Primary Schools	Rachel Wilder		Studi Literatur	2022	
16	Sex Education In Islamic Primary Schools In The Netherlands	Sara Kaya-Postema		Qualitative Research	2022	
17	Teachers' And Nurses' Perspective Regarding Sex	Ann-Cathrine Bramhagen		Qualitative Design	2022	

Education In Primary School And Influencing Factors						
18	Teachers' Perspectives On Relationships And Sex Education Lessons In England	Peter Cumper		FGD, wawancara	2023	
19	Perancangan Ilustrasi Buku Anak Tentang Bagian Tubuh Yang Bersifat Privasi (Body Boundaries) Untuk Anak Usia 4- 6 Tahun	Cut Annisa Novianti , Ria Sapitri		Pengembangan buku	2023	
20	Understanding Puberty Education As A Self Protection Measure For Primary Elementary School	Ashfiyatu Durrina, Durratun Nafiisah Kamalia, Ibt Halul Huda		kualitatif bersifat exploratory (eksploratif), deskriptif, dan kontekstual	2024	
21	Analisis Tingkat Pemahaman Pendidikan Seksual Pada Anak Sekolah Dasar	Anggara Dwinata , Muhammad Nuruddin , Emy Yunita Rahma Pratiwi , Claudya Zahrani Susilo, Eko Hardinanto		literature review study	2024	
22	Upaya Preventif Kekerasan Seksual Pada Anak Di Kelurahan Aur Tajungkang Tengah Sawah, Bukittinggi	Maya Yasmin, Fauziah Taslim, Serly Safitri		pelatihan dengan evaluasi menggunakan kuesioner pre-post-test	2023	
23	Penerapan Pembelajaran Adaptif Mengenai Konten Pendidikan Seksual: Studi Fenomenologi	Elita Rachmayanti		teknik wawancara dan studi dokumen, dengan teknik analisis data deskriptif	2022	

24	Peranan Orang Tua Dan Guru Dalam Edukasi Seksual Pada Anak Kelas 1 Sdn 1 Jeruk	Wulan Sri Sayekti, Ika Candra Sayekti	pendekatan kualitatif dengan wawancara mendalam kepada orang tua dan guru, serta observasi terhadap kegiatan pembelajaran di kelas	2024
25	Edukasi Dini Siswa SD Dalam Mengenal Privasi Tubuh "AKU JAGA, AKU AMAN"	Devi Ayu Kurniawati, Rizka Octivania, Monika Putri, Tatu Fatimah, Nursadi Firmansyah, Ayu Noviyanti ⁶	pendekatan analisis kualitatif dengan data primer yang diperoleh dari dokumentasi gambar dan data sekunder dari kajian literatur	2024
26	Pendidikan Seks Pada Anak Usia Dini Sebagai Upaya Menciptakan Tempat Wisata Aman Di Kelurahan Manggar Baru Kota Balikpapan	Bayu Aji Nugroho, Theresia Dwi Uli Br. Purba	Service Learning. Metode ini merupakan bentuk metode yang melibatkan pengalaman praktis, pembelajaran akademik, dan juga keterlibatan dari masyarakat	2024
27	Upaya Penanganan Seks Pada Anak Usia Dini Dalam Perspektif Kristen	Berkati Bu'ulolo	metode kualitatif deskriptif dengan kajian data dari Studi kasus, studi pustaka, dan buku sebagai rujukan referensi.	2024

28	Multimedia Interaktif Pengenalan Sistem Reproduksi Manusia untuk Kelas VI Sekolah Dasar Negeri 3 Baturiti	I Putu Kevin Ambara Dharma Putra, Ketut Gus Oka Ciptahad, A.A Ayu Meitridwiasiti	Metode pengembangan yang digunakan adalah Multimedia Development Life Cycle (MDLC)	2024
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The following is a summary map of the literature search;

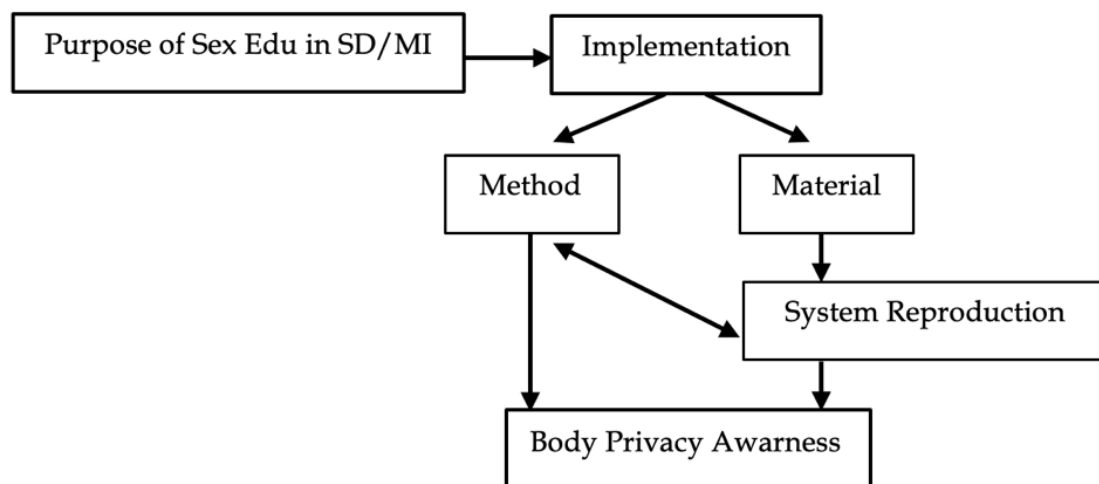


Figure 3. Summary of Results

The purpose of sexual education at the Elementary/MI level is officially formulated by the government in the 2023 Regulation of the Ministry of Education and Culture on the Prevention and Handling of Violence in the Education Unit Environment. However, in its implementation, teachers and school agencies have the freedom to determine learning methods and materials. A literature search found that there are two main approaches in the implementation of sexual education, namely in terms of methods and materials. The government emphasizes the importance of learning about reproductive health, the introduction of limbs and their functions, and how to maintain personal safety. This research aims to explore various ways of implementing sexual education and the challenges faced, with a focus on the contribution of reproductive system materials at the elementary/MI level in increasing students' awareness of body privacy. The results of this research are expected to contribute to the systematic development of ideas or innovations, both in research and teaching practice, especially related to reproductive system material and its relation to students' awareness of body privacy.

Implementation and Challenges of Sex Education in Elementary Schools

The word "Sex" comes from English which literally means gender. However, the word has a variety of meanings. In general, the word "sex" in everyday life is always associated with intimate relationships or intercourse. In the context of education, the meaning of "sex" is not limited to association, but everything concerns the relationship between men and women in a broad sense, including the introduction of body organs, reproductive organs and their functions (Suherman, 2013). Sex education (*sex education*) is an effort to provide information about the reproductive system by emphasizing moral values to prevent irresponsible behavior (Rosyadi et al., 2024). The understanding of sex education is very broad, including the science of early human development, body anatomy, physiology of reproductive organs, sexual health, anthropology, and cultural customs (Kusuma, 2021). Sex education is also understood as an effort to provide knowledge about changes that occur both biologically and psychologically as a form of response to human growth and development (Kurnia, 2006).

Sex education is important to be taught to children from an early age. Of the 28 articles found related to sex education, 5 of them clearly mentioned in their research findings related to the urgency of child sex education. Research Rosyadi et al., (2024) Revealing that sex education is very important as an effort to prevent potential sexual abuse of children. Research Dzulhi Amalina & Masyithoh (2024) explained that sex education needs to be given to children both formally at school, and non-formally in the family environment. Research Lubis & Halimi (2023) emphasizing the need for policymakers to start paying attention to how important it is to provide materials on sexuality education in learning in elementary schools. Research (Puspita & Utami (2023) found the conclusion that it is important for teachers and parents to have an understanding of sexual education for children, considering the prevalence of cases spread across the community. Research Ita Zahara et al.(2023) emphasizing the importance of sexual education for children to provide an understanding of gender differences and changes that occur during puberty. Research Cumper et al., (2024) concluded that the success of *sex education* In schools, it depends on the perception of teachers, so appropriate support and training is needed for teachers.

Implementation *sex education* given to children must be adjusted to their level of maturity and development. Elementary school children are children aged 6-12 years who place school as an important experience. Their physical and individual development began to stand out, and began to be considered responsible in interacting, both to parents, teachers, friends and others in their environment (Zahro et al., 2023). This period is a crucial time for children to build a foundation of basic knowledge as a provision for life in the future. Providing ideal and effective sexual education from an early age will have a positive impact, especially on their efforts to maintain and secure themselves in society.

Sexual education must be applied appropriately and comprehensively (Dzulhi Amalina & Masyithoh, 2024). A variety of unique ways have been tested and researched to implement ideal sexual education in primary schools. This will provide views, especially for teachers in implementing *sex education* in the learning process. Recent research related to the methods and media used in sexual education in primary schools has been collected and can be described as follows;

First through psychoeducation. The activity has been piloted at SD Negeri 1 Dewantara and received a positive response from various parties, including teachers, principals and students because it succeeded in providing an understanding of the importance of sex education in elementary schools (Fadilah, 2023b). *Second* media voicing poster sex education audio-visual and touch sensor based technology *capacitive sensor* and *Arduino One*. The media emulation showed positive results, with 91.1% of respondents (teachers) stating that it is very suitable to be applied in improving sex understanding in elementary school children (Sutriyani et al., 2024). *Third* media *WiseBook: Wisdom in Sexual Education E-Book* is a media designed to integrate sex education and English learning through *pop up book* berbasis *PowerPoint* audio-supported. The results of the implementation test show that *WiseBook* It is feasible to be applied in elementary schools, especially in lower grades. They can be actively involved during learning, as well as make it easier for teachers to convey their understanding of *sex education* and English vocabulary (Salsabila et al., 2024).

Fourth a digital storybook media called "Monster Crush" (Syifa, 2024). The title of the book is made unique so that children are interested in reading it. The discussion in the book is about sex education, starting from the limits of the body that must be maintained, who is allowed to see and touch, dare to say "no" when others disturb the boundaries of their body's privacy, and the steps that need to be taken when experiencing things that indicate sexual harassment and violence. The book also contains important things that happen in life in the surrounding environment, such as humorous stories, *stop bullying*, adventure, friendship, children's version of horror stories and the limits of liking the opposite sex. The media in the form of this book received a response from both teachers and parents, where the sense of "taboo" about talking about sexual matters for children has begun to decrease. The development of the book also received suggestions from parents and teachers, namely including material on the types of dangers that may occur if someone sees and touches the private parts of the child's body, as well as suggestions to add sex education materials in the curriculum through student textbooks.

Fifth through the use of comic media (Mahbuby, 2023). This comic is designed with 9 themes, including; 1) getting to know the limbs and their functions, 2) gender differences, 3) the private parts of the body and who is allowed to touch them, 4) the restriction of safe touch, 5) knowing the dangers of suspicious people, 6) preventing sexual violence, 7) avoiding pornographic images, 8) *bullying* and 9) attitudes towards children victims of violence. After being implemented in learning, the comic is very helpful for students in understanding sex education material. Students' enthusiasm increases because comics provide attractive illustrations of images. However, the obstacles to comic development have not been able to accommodate the diverse learning styles of students.

Implementation sex education In elementary schools, there are still various practical challenges in the field. Based on a review of various literature collected, various challenges faced in the implementation of sex education in elementary schools are described. These challenges, among others, are the negative stigma of the community about talking *sex education* For children (Dzulhi Amalina & Masyithoh, 2024). In addition, the limitations on the availability of teaching materials on *sex education* in elementary schools is also an urgent need that must be met (Muntholib et al., 2023). These teaching materials must also meet the feasibility before being used massively for elementary school students.

The next challenge is also found from the teacher readiness factor. Studies conducted Nguyen et al., (2022) revealed that teachers' readiness is influenced by the conditions of the supportive learning environment, educational policies, and parental involvement in providing *sex education* to the students. Regarding education policy, there are studies that find policy paradoxes, for example elementary schools in the UK. The national government in the UK has delegated decision-making *sex education* schools, but at the same time also fail to equip schools to make relevant policies *sex education* (Wilder, 2023). This has an impact on the declining level of people's trust in the credibility and authority of schools in terms of implementation *sex education*. Challenges also arise from a religious point of view, for example research conducted in Islamic elementary schools in the Netherlands. The implementation of sex education in Islamic elementary schools is paradoxical, where two things appear that seem contradictory. The teachings of Islam, on the one hand, teach shame and on the other hand, teach openness. The Islamic elementary school in the Netherlands tends to choose the principle of open, informative communication related to sexuality (Kaya-Postema, 2022). These findings can be used as a consideration to initiate, design or evaluate the implementation of *sex education* at the elementary school level, especially in Indonesia.

Understanding of Elementary/MI Students about Body Boundaries

One aspect of sex education that needs to be considered is students' understanding of the limits of body privacy (*body boundaries*). These limits are important for students to understand to maintain the comfort of themselves and others, especially in the context of social relationships. Through body privacy education, students can be taught how to respect the privacy of themselves and others and understand the importance of permission before physical contact (Nugroho & Purba, 2024). Like adults, they need to start to build their body's privacy awareness early on. It is corroborated by the fact that cases of sexual abuse in children come from the family environment and the environment around the child such as friends or neighbors (Dandi, 2022). Research Novianti & Sapitri (2023) Revealing indications of sexual harassment starting from actions that are "considered trivial", such as inappropriate physical touching, groping, seduction and so on.

The age of elementary school students enters puberty which allows changes both physically and psychologically. Results Durrina et al., (2024) find out the level of students' understanding of *Puberty Education* in the medium category. There are students who still have a lack of understanding related to puberty. But uniquely, even though the majority of students are considered to have understood and known body parts and genital organs, including how to maintain and clean them, many of them have not been able to protect the body properly. For example, using minimal clothes in public places because it follows social trends in their environment. The findings provide an understanding of the importance of providing education about the limits of body privacy for children and how to maintain and protect them.

Every human body becomes the full right of its owner, of course there are limits (*boundaries*) that cannot be disturbed carelessly by others. The area is known as the body's privacy boundary. The introduction of body privacy limits to students starts from ensuring that each individual recognizes body parts and their functions well. The body consists of parts that are clearly visible to the eyes and not clearly visible, some are allowed to be touched and some are not allowed to be touched and seen by others. Some of the limbs that can be seen and

touched include the head, hands and feet. As for the parts that should not be touched, such as the mouth, chest, abdomen, thighs, around the thighs and genitals (Anitasari & Tulak, 2023).

Some of them are research Yasmin et al., (2023) through activities *role play* successfully increasing students' understanding and responsibility towards body parts, body privacy and attitudes towards the threat of sexual harassment. In learning activities with the model *role play* Students stimulate their attitude when facing threats, such as shouting, running and asking for help, carrying out simple resistance such as hitting the perpetrator in the abdomen and eyes, to reporting the incident to parents, teachers or authorities. Other efforts are also made in the research Nugroho & Purba (2024) *Using Service Learning*, i.e. methods that involve academic, practical and community experience. Through this activity, children are able to illustrate body parts that are allowed and not touched by others and demonstrate what can be done when the privacy limits of their body are disturbed by others. In addition, the findings of the study Mr. Sayekti & Andra Sayekti (2024) Demonstrate that teachers and parents play a central role in conveying information about body privacy and values in healthy sexual education in children. Parent involvement aims to build openness of communication with language that is appropriate for the child's age. Teacher involvement focuses more on sexual education materials that are ideal for students to implement in the curriculum and learning methods.

Contribution of Reproductive System Materials to Students' Understanding of Body Privacy

The government has taken strategic steps to deal with the issue of child sexual violence through the inauguration of the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in the Education Unit Environment (PPKSP). The government emphasizes the importance of learning about reproductive health, the variety of limbs and their functions, and how to maintain personal safety. The implementation of this step, the government provides modules as a reference for learning according to the level of education. The module is titled, "*Learning to Prevent Sexual Violence at the Elementary School Level*" which consists of nine topics, including; 1) self-worth and self-image, 2) recognizing diversity and respecting friends, 3) self-change and puberty, 4) protecting oneself, 5) maintaining personal hygiene, 6) managing a variety of expressions (emotions) and feelings, 7) how to regulate feelings and emotions, 8) family, school and the surrounding environment, and 9) how to tell about sexual violence (Kementerian Pendidikan, Kebudayaan, 2024).

In the third topic, with the theme "self-change and puberty", students will learn about the male and female reproductive organs and how to maintain their hygiene and health. In the fourth topic with the theme "protecting yourself", students will be taught to interpret self-boundaries, build self-limits and respect the limits of others as well as practice good and bad touches. The two topics presented in sequence show the importance of understanding the material of the reproductive system as a basis in fostering body privacy awareness in students.

After being searched in the last three years, only one study focused on studying the material of the human reproductive system at the elementary school level, entitled "*Interactive Multimedia Introduction to the Human Reproductive System For Class VI State Elementary School 3 Baturiti*". The research was carried out because of observations that showed that learning material on the human reproductive system had not been carried out optimally and the lack of

visual appeal in teaching materials made learning tend to be boring, so it was necessary to develop interactive multimedia to help students understand the material (Putra et al., 2024). As an effort to generate visual interest in abstract materials such as the human reproductive system, Augmented Reality (AR) technology can be utilized, as has been successfully done in Riduan and Suryani (2024) research on human respiratory organ materials. The contribution of human reproductive system materials at the elementary/middle school level to students' awareness of body privacy has not been fully analyzed and tested in depth, so it is a research gap that needs to be filled.

CONCLUSION

Based on the selection of the results of the literature review, 28 articles were found about *sex education* in elementary schools in the 2022-2024 range that meet the criteria for further analysis. Of the 28 articles, 5 of them clearly mentioned in their research findings related to the urgency of child sex education. Recent research related to the methods and media used in sexual education in primary schools, includes; psychoeducation, media *voicing poster sex education* based on audio visual and touch sensors, *WiseBook*, digital story media, and comics. Implementation *sex education* In elementary schools, there are still various practical challenges in the field, including; Negative public stigma about talking *sex education* For children, limitations in the availability of teaching materials *sex education* In elementary schools, the teacher readiness factor, as well as the religious point of view. Efforts to provide an understanding of the body's privacy (*body boundaries*) has begun to be carried out, such as through the *role play* and *service learning*. But uniquely, even though the majority of students are considered to have understood and known body parts and genital organs, including how to maintain and clean them, many of them have not been able to protect the body properly. The findings provide an understanding of the importance of providing education about the limits of body privacy for children and how to maintain and protect them. Understanding the material of the reproductive system is the basis for fostering body privacy awareness in students. Only one study was found related to learning the human reproductive system, which showed that the results were not optimal. The lack of visual appeal in the teaching materials makes learning less interesting and tends to be boring.

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