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**Proceeding of The 1<sup>st</sup> Annual Conference of Midwifery  
Undergraduate Of Midwifery, Faculty of Medicine, Universitas Andalas**

**“ Women Centre Care “**

**October, 31 2019  
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## **Preface**

This conference aims to maintain friendship among midwifery in Indonesia and introduce the Midwifery Faculty of Medicine, Universitas Andalas in the eyes of the world. Creating midwives and midwife students in Indonesia to help prepare themselves and participate in entrepreneurship in midwifery service. Facilitate the formation of a network of midwives and midwife students as a forum to exchange ideas about entrepreneurship in midwifery services so as to enable prospective midwives to have a major impact on midwifery services.

In carrying out their role the midwife has confidence that is used as a guide in providing care. These beliefs include beliefs about pregnancy and childbirth as a natural process and not a disease. Where midwives provide high-quality antenatal and postnatal care care to maximize women's health during and after pregnancy, detect problems early and manage or refer for any complications. Midwives are recognized as professionals who are responsible for establishing partnerships with women to provide the support, care and advice needed during pregnancy, childbirth and the postpartum period, to deliver births at the responsibility of the midwife herself and to provide care for newborns, infants and toddlers . These treatments include preventative measures, promotion of normal births, detection of complications in mothers and children, access to medical care or other appropriate assistance, and the implementation of emergency measures. Midwives have important duties in counseling and health education, not only for women, but also in the family and community.

The Conference has done successfully by presenting speakers from different departemen and university in Indonesia. It has become a scientific platform to disscuss the current issues on midwifery science. Besides, the conference has gathered many papers during the conference. This Proceeding is a publication of a selected papers from ths conference which provide insight about current issues of midwifery in Indonesia. We hope the proceeding could be reliable resource to know the current issues of Midwifery.

**Editor**

## TABLE OF CONTENT

No	Title
1	<p><b>The Relationship of Hemoglobin Levels with Dysmenorrhea Pain Scale in Female Adolescent Islamic Boarding School in Sumani, Solok Regency</b></p> <p><i>Elly Usman, Erda Mutiara Halida, Chentya Ade Putri</i></p>
2	<p><b>Determinants Of Exclusive Breastfeeding In Air Dingin Primary Health Center In 2018</b></p> <p><i>Hardisman, Lusiana El Sinta Bustami, Lailani Najrani</i></p>
3	<p><b>Relationship Of The Incidence Of Myopia In Adolescents With Family History</b></p> <p><i>Aisyah Elliyanti , Salmafairuz Fernando, Kemala Sayuti</i></p>
4	<p><b>Antenatal Care Relationship With Baby Birth Weight In The Working Area Of Lubukbuaya Health Center</b></p> <p><i>Hariadi, Meilinda Agus, Alfi Syahrin</i></p>
5	<p><b>Effect Of Premarital Sex Education With Peer Education Method To Improving Youth Knowledge And Attitude About Premarital Sexual Behavior At Vocational School "XY" In Padang City</b></p> <p><i>Erda Mutiara Halida, Feni Andriani, Dian Septiriani</i></p>
6	<p><b>The Relationship Of Knowledge And Attitudes Of Pregnant Women About Danger Sign Of Pregnancy Withantenatal Care (ANC) Compliance In Third Trimester In Air Tawar Public Health Center In Padang City In 2018</b></p> <p><i>Ermawati , Sunesni, Dila Noviana</i></p>
7	<p><b>The Association Of Sources Of Information And Social Culture With The Immunization Of <i>Measles Rubela</i> (MR) In Lubuk Buaya Primary Health Center Padang City.</b></p> <p><i>Rafika Oktova, Aldnina Ayunda Insani, Dyan Permata Rachim</i></p>
8	<p><b>The Relationship Between Mother's Knowledge, Education And Occupation Towards MR (<i>Measles Rubella</i>) Vaccine And The Status Of MR (<i>Measles Rubella</i>) Vaccination On Toddler At The Work Area Of Dadok Public Health Center, Tunggul Hitam, Padang City</b></p> <p><i>Firdawati, Bobby Indra Utama, Lindo Amelia Iskandar</i></p>
9	<p><b>Factors Relacted To Compliance With Preganant Women In Iron Tablet Consume In Work Area Of Pemancangan Health Center , Padang City In 2017</b></p> <p><i>Desmawati, Lusiana El Sinta Bustami, Eliska Yudia</i></p>
10	<p><b>Factors Associated With Antenatal Care Visits At District Of Sungayang Health Center, Tanah Datar Regency In 2017</b></p> <p><i>Abdiana, Elsa Gebri Utami</i></p>

11	<b>The Association Between Macronutrient Intake With <i>Stunting</i> Incidence In Children Aged 24-59 Months In Ikur Koto Primary Health Center Of Padang 2019.</b> <i>Ermawati, Henny Fitria, Elsa Yulia Sarah</i>
12	<b>Factors Related To Learning Achievements In School Children In Sdn 11 Kampung Jua Padang 2019</b> <i>Feni Andriani, Erda Mutiara Halida, Enjeliana Pramesti</i>
13	<b>Factors Related To Implementation Of Early Breastfeeding Initiation On Mother's Work Area Post Partum Of Ikur Koto Health Center, In Padang City</b> <i>Desmiwarti, Sunesni, Finisha Erza Rizka</i>
14	<b>The Effect Of Premarital Education On Readiness For The First Pregnancy Of Brides In Religious Affairs Office Lubuk Begalung, Padang</b> <i>Yulizawati, Rauza Sukma Rita, Indriani</i>
15	<b>The Effect Of Effleurage Massage Technique On Pain Changes In Postpartum At Salewangang Regional Public Hospital Of Maros</b> <i>Julia Fitriarningsih, Ayu Lestari, Nurhidayat Triananinsi</i>
16	<b>The Relationship Between Antenatal Care Implementation And Labor Preparation Of Third Trimester Primigravida Mothers In Lubuk Buaya Public Health Center</b> <i>Ermawati, Yulizawati, Nabyla Annisa</i>
17	<b>Factors Related With The Incidence Of Severe Preeclampsia At The Hospital Dr M Djamil Padang</b> <i>Bobby Indra Utama, Meilinda Agus, Nissa Prima Sari</i>
18	<b>The Differences In Academic Achievement Between Bidikmisi And Non-Bidikmisi Students Of Midwifery Bachelor Degree Students At Faculty Of Medicine Universitas Andalas</b> <i>Hardisman, Lusiana Elsinta Bustami, Nora Maghfiroh Nurholis</i>
19	<b>Relationship Education, Knowledge And Attitude To The Use Of Mow Contraception Method On Family Planning Acceptor In The Work Area Of Lubuk Buaya Community Health Center Of Koto Tengah Sub-District Padang Year 2017.</b> <i>Ermawati, Lusiana Elsinta Bustami, Novi Aulia Driza</i>
20	<b>Correlation Of Calcium Levels With The Strenght Of Uterus Contraction On The Active Phase Of First Stage Labor</b> <i>Joserizal Seridji, Meilinda Agus, Novia Rita Aninora</i>
21	<b>The Effect Of Yoga On The First Stage Length Of Childbirth At Biru Public</b>

	<p><b>Health Centre Of Bone Regency, South Sulawesi</b> <i>Nurqalbi Sampara, Jumrah Sudirman, Sumarni Mawang, Rahayu Eriyanti, Fadjriah Ohorella</i></p>
22	<p><b>The Relation Between Husband Support With Exclusive Breastfeeding In Baby Age 6-12 Months In Air Dingin Health Center</b> <i>Dr.Dr.Yuniar Lestari,M.Kes,FispH,FiscM, Bd. Lisma Evareny, Mph, Nurul Fitri</i></p>
23	<p><b>Differences Of Adolescent Reproductive Health Behaviour Based On Implementation Of Kampung Kb Program In Padang City</b> <i>Desmiwarti, Aldina Ayunda Insani, Rahayu Harpiwahyuni</i></p>
24	<p><b>Relationship Between Parent Foster Pattern With Incident Sibling Rivalry In Children Age 3-5 In Play Group Sayang Ibu Capital City Of Padang</b> <i>Lusiana El Sinta Bustami , Julizar, Rahmi Nabila</i></p>
25	<p><b>The Differences Of Triad Behavior Of Adolescent Reproductive Health (Arh) On Student Based On Implementation Of Acic At Smk In Padang City</b> <i>Firdawati, Ulvi Mariati, Rahmiza Eka Putri</i></p>
26	<p><b>Effectiveness Of Parenting Counseling On Postpartum Blues Events In The Workingarea Of Lubuk Buaya Community Health Center In 2017</b> <i>Aldina Ayunda Insani, Defrin, Shinta Aulia</i></p>
27	<p><b>Factors Related To Pregnant Woman Participation In Attending Pregnancy Class In Work Area Of Lubuk Kilangan Health Center In 2017</b> <i>Hudila Rifa Karmia, Meilinda Agus, Shinta Maya Sari</i></p>
28	<p><b>The Relationship Of Women’s Characteristics Withvisual Inspection Of Acetic Acid Test Outcome In Padang .Pasir Public Health Centre Area 2017</b> <i>Hardisman, Sunesni, Silvia Mardiah</i></p>
29	<p><b>The Impact Of The Health Education About Self Concept And Self Defense Towards Sexual Harassment Preventionattitude And Knowledge To The Students Of SD X Padangcity.</b> <i>Yulizawati, Henny Fitria, Siska Bradinda Putri Sudirman</i></p>
30	<p><b>The Relationship Between Adolescent Girls’ Knowledge About Reproductive Health And Ideal Marriage Age With Attitudes Toward Ideal Marriage Age In Man 3 Padang</b> <i>Firdawati, Lusiana El Sinta Bustami, Siti Hanisa Khaira</i></p>
31	<p><b>Relationship Between Knowledge Of Mother And Family Support With The Selection Of Chilbirth Helper In Work Area Of Pintu Padang Health Center, Pasaman</b> <i>Miranie Safaringga, Yuniar Lestari, Suci Cahyati M</i></p>
32	<p><b>The Difference Of Menopausal Age Between Depomedroxy Progesterone (DMPA) Injection Acceptors And Intrauterine Devices (IUD) Acceptors In Lubuk Buaya Public Health Centre Area.</b></p>

	<i>Desmiwati, Yulizawati, Tiara Paradisa</i>
<b>33</b>	<b>Relationship Between Characteristic Of Teenage Girls With Primary Dismenorea Incidence Female Students In Grade X And Grade Xi At Senior High School 1 Padang City In 2017</b> <i>Firdawati, Sunesni, Titia Febri Monica</i>
<b>34</b>	<b>Factors That Influence Mother In Doing Antenatal Care Visit In Pregnancy In Memory Health Center Deli Serdang 2019</b> <i>Uliy Iffah, Sartika Sirait, Nurbaiti Br Singarimbun</i>
<b>35</b>	<b>Relationship Between Exclusive Breastfeeding With <i>Stunting</i> Events In Age 12-35 Months In Air Dingin Health Center Padang 2018</b> <i>Aldina Ayunda Insani, Firdawati , Wella Dwi Anjani</i>
<b>36</b>	<b>Factors Associated With Menstrual Hygiene Practices In Adolescent Girls In The Minangkabau Village Islamic Boarding School In Padang.</b> <i>Edison , Ulvi Mariati, Nisa Ul Aqila</i>
<b>37</b>	<b>The Effect Of Mozart's Classic Music On Postpartum Blues Prevention In Post-Cesarean Section Mothers In Arifin Achmad Hospital Of Pekanbaru</b> <i>Siska Helina, Fatiyani Alyensi, Puspa Ayu Arum Pangesti</i>
<b>38</b>	<b>Relationship Of Sex Education From Parents And Teachers On Sex Knowledge In Students With Intermediated Disorders In Slb Padang City</b> <i>Laila Rahmi, Yola Yulita, Sunesni</i>
<b>39</b>	<b>Comparison Of Physical Activity Programmes On Pain Menstrual In Subjects With Primary Dysmenorrhea At Bachelor Of Midwifery Universitas Andalas</b> <i>Lusiana El Sinta Bustami, Aldina Ayunda Insani, Anisa Wahyuni</i>
<b>40</b>	<b>Knowledge Analysis And Attitudes Of Midwifery Students Of Universitas Andalas Faculty Of Medicine About 1000 HPK Related To Prenatal Period</b> <i>Fitrisia Amelin , Erda Mutiara Halida, Adilla Zamri</i>



# RELATIONSHIP OF SEX EDUCATION FROM PARENTS AND TEACHERS ON SEX KNOWLEDGE IN STUDENTS WITH INTERMEDIATED DISORDERS IN SLB PADANG CITY

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## Abstract

The rise of cases of sexual violence in the form of child sexual abuse requires parents and teachers to increase their role in the supervision of their children. Groups of people with disabilities, especially children with intellectual impairments, are considered more vulnerable to sexual harassment. data found that more than 70% of children with special needs have fallen victim to various forms of abuse. This study aims to determine the relationship of sex education from parents and teachers to sex knowledge among female students with mental retardation disorders in SLB Kota Padang. Quantitative research with design *cross sectional*, conducted in SLB Negeri 1 Padang, SLB Negeri 2 Padang, and SLB WacanaAsih Padang from January 2019 to September 2019. The research respondents were female students with mental retardation disorders of 30 respondents. The research instrument used was a questionnaire. Univariate and bivariate data analysis using *analysis chi-square* ( $p < 0.05$ ). The results showed 53.3% of respondents included in the category of having less knowledge. The bivariate results obtained were sex education from parents ( $p = 0.001$ ), sex education from teachers ( $p = 0.001$ ) on sex knowledge among girls with intellectual impairments in SLB Negeri 1 Padang, SLB Negeri 2 Padang, and SLB WacanaAsih Padang. There is a significant relationship between sex education from parents, sex education from teachers to sex knowledge among female students with mental retardation disorders in SLB Negeri 1 Padang, SLB Negeri 2 Padang, and SLB WacanaAsih Padang. It is hoped that the school will work together with health workers to provide health education about sex education to students with mental retardation disorders in the form of counseling to school once a month, and teachers can provide sex education in class, and the role of parents in providing sex education at home is further enhanced again.

## 1. INTRODUCTION

The rise of cases of sexual violence in the form of child sexual abuse committed by irresponsible elements requires parents and teachers to increase their role in their children's supervision. Not only

occurs in normal children, sexual abuse also often occurs in children with special needs or disabilities, especially children with mental retardation. According to the *World Health Organization* (WHO) disability is a loss or abnormality in terms of psychological, physiological, or loss of anatomical structure or function. This abnormality is usually referred to as disability or disability. Whereas the other words of retarded mental retardation (*mentalretardation*), which shall mean mental retardation. Other terms for those who experience mental retardation such as weakness of mind, mental disability, mental stupid, stupid, stupid, and so on (Mangunsong, 2014).

AlinHalimatussaddiah as Head of the Research Team of the Institute of Economic and Community Research Institute (LPEM) of the Faculty of Economics, University of Indonesia in 2016, the estimated number of people with disabilities in Indonesia was 12.15%. Those in the moderate category were 10.29% and the weight category were 1.87%. While for the prevalence of disability in provinces in Indonesia between 6.41% to 18.75%. The three provinces with the highest prevalence rates are West Sumatra, East Nusa Tenggara and South Sulawesi. The number of women with disabilities was more than 53.37%, while the remaining 46.63% were men.

Based on data from the Directorate of Special Schools Development Ministry National Education of the Republic of Indonesia in 2008 counseling specifically about health carried out by health workers was limited to counseling about personal hygiene such as washing hands with soap, brushing teeth, drugs and *Acquired Immune Deficiency Syndrome* (AIDS) ). According to a survey conducted by Baladerian, Coleman, & Stream (2012) in the *National Survey on Abuse with Disabilities*, it was found that more than 70% of children with special needs who participated in the survey reported that they had fallen victim to various forms of abuse. Then about 41.6% of them reported having been sexually abused. Groups of people with disabilities are considered more vulnerable to reproductive risks including sexual harassment.

According to Sari (2018) statistics show that 80% of women and 50% of men with disabilities, especially mentally retarded, experience sexual harassment before the age of 18. The high level of sexual harassment that occurs to women due to a system of values that positions women is a social creature that is weak and lower than men known as *second class citizens* , that is someone who must be controlled, enslaved and exploited (Sumera, 2013). Sex education for children with special needs seems to still rarely get attention among educators. Evidently the literature that discusses sex education comprehensively is still very minimal to be found, in fact it is almost nonexistent. Along with the lack of sex education for children with special needs, some of them tend to be easily manipulated so that they are often used as objects of sexual harassment and venting. This reality does not only happen in the country, every year 1400 children with special needs in the UK become victims of sexual abuse. Likewise, cases of sexual violence against persons with disabilities in the United States were stated 1.5 times more vulnerable to becoming sexual victims compared to the general public ([www. Edukasi.Kompas.com](http://www.Edukasi.Kompas.com)).

Growth and physical development of retarded adolescents are the same as other normal adolescents, they also experience physical changes but do not understand about their development, especially those related to sexual organs. The phenomenon that often occurs in mentally retarded children, that they do not have enough knowledge to understand about sex, they do not have friends to share stories, do not get information about sexual education from parents because parents are less interested in providing an understanding of sexual education to children with intellectual disabilities. Children with intellectual disabilities are not able to get information that can be obtained from books, articles, and others due to the condition of their abilities. In addition, the provision of sex education materials has not been given to retarded children in school (Lucia, 2005).

The results of Emilia's study (2015) in SLB Negeri 1 Bantul through observation and interviews with 9 parents with mentallyretarded children, found as many as 55.5% said they did not provide sexual education because sexual education was considered still unfamiliar and not yet time to discuss it with children and 44 , 4% claimed to have provided sexual education even though children often forget what was taught because of impaired abilities that occur in cognitive. Utami Research (2015) in SLB Negeri 1 Bantul by observing students and interviewing teachers, found that 50% of mentally retarded students engaged in sexual behavior including kissing, hugging and holding sensitive parts of men and women. Based on these data it can be seen that sexual behavior in mentally retarded children is quite alarming and the importance of sex education for mentally retarded adolescents.

Data from the Education Office of the Province of West Sumatra in 2019 found that the number of SLBs in Padang City was 38 and the highest number of SLB students were SLB Negeri 1 Padang, SLB Negeri 2 Padang, and followed by SLB WacanaAsih Padang. There is no learning related to sex education in schools, there is only learning about the anatomy of the reproductive organs in natural science subjects, so the role of the teacher is still needed to provide sex education during the learning process to students with intellectual disabilities. Based on the background description above, the researcher is interested in examining how the relationship of sex education from parents and teachers to sex knowledge in students with mental retardation.

## **METHODS**

Type of research is analytic withdesign*cross-sectional*. Data was collected in SLB Negeri 1 Padang, SLB Negeri 2 Padang, and SLB WacanaAsih Padang. This research was conducted in January 2019 - October 2019. The population in this study were all students with retardation disorders. The number of samples of this study were 30 subjects.Sampling is done by total sampling technique. Data processing was performed bytest*Chi-Square* ( $p < 0.05$ ) using SPSS software. In the process of collecting data the researcher was

assisted by several friends who had experience communicating with mentally retarded children called enumerators.

## RESULTS

**Table 1. Characteristics**

N <sub>c</sub>	Characteristics	Frequency	Percentage (%)
<b>1</b>	<b>Age Schoolgirl</b>		
	<15 years	12	40.0
	15 years	18	60.0
<b>2</b>	<b>Classification</b>		
	<b>Tunagrahita</b>		
	Light	19	63.3
	Medium	11	36.7
<b>3</b>	<b>Transport</b>		
	Motor	18	60.0
	Car	12	40.0
<b>4</b>	<b>Education</b>		
	Primary / Junior	7	23.3
	Secondary		
	High School	9	30.0
	Bachelor	14	46.7
<b>5</b>	<b>Occupation Mothers</b>		
	Non-Working	14	46.7
	Working	16	53.3
<b>6</b>	<b>Education</b>		
	Primary / Junior	7	13.3
	High School	10	33.3
	Bachelor	13	43.4
<b>7</b>	<b>Father's occupation does</b>		
	not work permanently / Labor	7	23.3
	Self-employed	11	36.7
	Civil Servants	12	40.0

Based on table 5.1 it is found that the most frequent age distribution of respondents is aged over 15 years totaling 18 people (60, 0%) and then the age below 15 years is 12 people (40.0%). The category of mental retardation students is light in number, 19 people (63.3%) and the next category is mental retardation, 11 people (36.7%). Vehicles for school students are using motorbikes totaling 18 people (60.0%) and the next is using cars totaling 12 people (40.0%). Most respondents' education is Bachelor, amounting to 14 people (46.7%). Most respondents' occupations in the work category were 16 people

(53.3%). Most of the respondents' father's education was Bachelor amounted to 13 people (43.3%). Most of the respondents' father's occupations were civil servants, amounting to 12 people (40.0%).

### Univariate Analysis

**Table 2. Frequency Distribution of Sexual Knowledge of Students with Developmental Disabilities in SLB Padang City**

Knowledge of Sexual Development of Deficiency	Frequency	Percentage (%)
Less	16	53.3
Good	14	46.7
<b>Total</b>	<b>30</b>	<b>100</b>

From Table 2. It is known that there are 16 people ( 53.3%) students with intellectual disabilities have less knowledge about sex education.

**Table 3. Frequency Distribution of Sex Education of Parents of Students with Disabilities in SLB Padang City**

Developmental Sex Education of Parents	Frequency	Percentage (%)
Less	18	60.0
Good	12	40.0
<b>Total</b>	<b>30</b>	<b>100</b>

From table 3.it is known that there were 18 people (60.0%) students with mental retardation had sex education from parents who were lacking.

**Table 4. Frequency Distribution of Sex Education from Teachers to Students with Tunagrahit Disorders in SLB Padang City**

Sex Education from Teachers	Frequency	Percentage (%)
Less	17	56.7
Good	13	43.3
<b>Total</b>	<b>30</b>	<b>100</b>

From table 4.it is known that there are 17 people (56.7%) students with mental retardation who have lack of sex education from teachers.

**Bivariate Analysis**

**Table 5. Relationships Sex Education of Parents Against Sexual Knowledge on Students with Impaired Tunagrahita in SLB Padang**

Education of parents	Tunagrahita School girl Sex Knowledge				Total	p-value
	Less	Good				
	f	f%	f	f%		
Less	15	83.3	3	16,7	18	100.0
Good	1	8.3	11	91.7	12	100.0
<b>Total</b>	16	53.3	14	46.7	30	100.0

Table 5 shows the sex education of parents towards sex knowledge in students with intellectual impairments the most categorized as less is 83.3% and the good category is 8.3%. The statistical test results using the *chi-square* test obtained  $p\text{ value} = 0.001$ , it can be concluded that there is a relationship of sex education from parents to sex knowledge in students with mental retardation disorders in SLB Padang City.

**Table 6. Relationship of Sexual Education of Teachers to Sexual Knowledge of Students with Developmental Disabilities in SLB Padang City**

Education from teachers	Knowledge of mentally retarded children				Total	p-value
	Not	Good				
	f	%	f	%		
Less	15	88.2	2	11.8	17	100,0
Good	1	7.7	12	92.3	13	100.0
<b>Total</b>	16	53.3	14	46.7	30	100.0

Table 6 shows the sex education of teachers towards students with a knowledge of sex at the most retarded disorders categorized less is numbered 88, 2% and good category, amounting to 7.7%. The statistical test results using the *chi-square* test obtained  $p\text{ value} = 0.001$ , it can be concluded that there is a relationship of sex education from teachers to sex knowledge in students with mental retardation disorders in SLB Padang City.

## DISCUSSION

The results of univariate analysis of the distribution frequency of respondents by age, in this study showed that the majority of respondents had age > 15. According to the Indonesian Ministry of Health (2015), age is grouped into 3, namely young age: <15 years, productive age: 15-64 years and old age: ≥ 65 years. Respondents who participated in this study were dominated by the productive age group, besides that the productive age group was suitable times to determine a life partner, marry and reproduce / produce children (Jahja, 2011).

Most respondents have parents with a high education level, namely diploma / bachelor graduates. School education level consists of primary, secondary, and higher education (Ihsan, 2011). Parents' occupation in this study showed that most mothers chose to work, namely 53.3% and fathers 76.7%. Parents' work greatly affects children's knowledge, because in line with the characteristics of research that parents (mothers and fathers) retarded female students more than 50% work, so that the time to provide sex education to children is less and less attention to their children's learning patterns at home. In a week of workers who worked more than 48 hours in 2014, the majority were male with 28.57% and women with 21.68% (Ritonga, 2015).

Based on the results of the study using univariate analysis showed knowledge of sex in children with mental retardation disorders in the category of less, namely the number of 16 people (53.3 %) and good categories amounting to 14 people (46.7%). Factors affecting knowledge are age, education, occupation, environment and social culture (Wawan 2010). This is in line with research conducted by Islamiyatur (2015) that most teenage retarded adolescents do not yet have a comprehensive understanding of sexual health and reproductive health. factors that can influence someone's knowledge, namely education level, age, occupation, socioeconomic and information. the more information obtained the more clear the knowledge (Notoatmodjo, 2014).

Based on the results of research using univariate analysis shows the frequency distribution of sex education of parents in children with mental retardation disorders in the category of less that is as many as 18 people (60.0%), and good categories as many as 12 people (40.0%). Sexual education aims to provide understanding to children in equipping with sexual knowledge, giving direction to the meaning of noble love and knowing correct and beneficial habits (Nurgiatiningsih, 2010). In the family environment, especially parents, most do not provide sexual education to children because parents think that sex education is something that is considered taboo, difficult and not suitable for discussion with children. For providing sex education parents are more entrusted to teachers in schools (Nurlaili, 2011).

The results of this study indicate the distribution of sex education from teachers to children with mental retardation disorders in the category of less that is as many as 17 people (56.7%) and

good as many as 13 people (43.3%). The teacher's role is as a teacher, the teacher as a teacher's guide as a mediator, the teacher as an evaluator, and the teacher as a motivator, (Sadirman, 2011). The obstacle that causes the teacher's role is still not optimal, namely taboo culture, besides that, the teacher also still does not understand reproductive health (Kumalasari, 2012). As Upton (2012) argues "The role of teachers in introducing sex education can provide a child's understanding of the condition of his body, understanding of the opposite sex, and understanding to avoid sexual violence. Teachers as educators have an important role in sex education in schools, namely in the prevention of sex free (Purwati, 2013).

Bivariate analysis test results in this study shows that sex education from parents to the knowledge of sex in female students with mental retardation is categorized as less, amounting to 83.3% and good categories, amounting to 8.3%. Statistical test results using the *chi-square* test obtained  $p \text{ value} = 0.001$  which means there is a relationship of sex education from parents to sex knowledge in students with mental retardation disorders in Padang City SLB in 2019. According to Lestari and Prasetyo (2014) One factor that also influences parents' perceptions of sex education is the lack of information about sex education that makes parents misunderstand in interpreting the term sex education. In line with research from Putri (2012), there is a significant relationship between parental knowledge about sexual health and parental behavior in providing sex education to children ( $p = 0.005$ ).

Bivariate analysis test results in this study shows that sex education from teachers towards sex knowledge among female students with mental retardation is categorized as less, amounting to 88.2% and good categories totaling 7.7%. Statistical test results using the *chi-square* test obtained  $p \text{ value} = 0.001$  which means there is a relationship of sex education from teachers to sex knowledge in students with mental retardation disorders in Padang City Special School 2019. In delivering sex education teachers have an important role according to Jannah (2016) namely the effort to teach, guide, provide understanding and awareness of sexual problems faced by students.

## **CONCLUSION**

Students with mental retardation disorders more than half (53.3%) have less knowledge about sex education, More than half (60.0%) students lack sex education from parents and More than half (56.7%) students with mental retardation disorders lack of sex education from teachers in SLB Padang City 2019. There is a significant relationship between sex education from parents of sex knowledge in students with mental retardation disorders in SLB Padang City 2019. There is a significant relationship between sex



education from teachers to knowledge sex in children with intellectual impairments in SLB Kota Padang 2019.

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