

MODEL OF SEXUAL EDUCATION BASED ON QURANIC VALUES WITHIN THE FRAMEWORK OF CHILD FRIENDLY EDUCATION IN THE CONTEMPORARY ERA

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ABSTRACT

Sexual crimes in schools can cause trauma to children and create discomfort in the educational environment. Therefore, sexual education for children is a preventive measure to protect them from violence and sexual deviance. This study aims to analyze the design of a Quran-based sexual education model implemented in children's educational institutions in Deli Serdang District, the management of a child-friendly educational environment that supports this model, and the challenges faced. This study uses a qualitative method based on phenomenological studies with data collection through interviews, observations, and document studies. The results of the study show five models that have been implemented, namely the Developmental-Based Sexual Education Model, the Qur'anic Literacy Sexual Education Model, the Family-Centered Sexual Education Model, the Community-Driven Sexual Education Model, and the Tech-Enhanced Sexual Education Model. Physical environment management involves providing safe spaces to prevent violence, while non-physical management focuses on a sensitivity-based approach. The greatest challenge faced is the difficult-to-control influence of technology. Implications of research on awareness to protect children from violence.

KEYWORDS:

Sex Education, Qur'an Values, Child Friendly Education, Contemporary Era

ABSTRAK

Kejahatan seksual di sekolah dapat menyebabkan trauma pada anak dan menciptakan ketidaknyamanan dalam lingkungan pendidikan. Oleh karena itu, pendidikan seksual pada anak menjadi langkah preventif untuk melindungi mereka dari kekerasan dan penyimpangan seksual. Penelitian ini bertujuan menganalisis desain model pendidikan seksual berbasis nilai-nilai Al-Qur'an yang diterapkan di lembaga pendidikan anak di Kabupaten Deli Serdang, pengelolaan lingkungan pendidikan ramah anak yang mendukung model tersebut, serta tantangan yang dihadapi. Penelitian ini menggunakan metode kualitatif berbasis studi fenomenologi dengan pengumpulan data melalui wawancara, observasi, dan studi dokumen. Hasil penelitian menunjukkan lima model yang diterapkan, yaitu Developmental-Based Sexual Education Model, Qur'anic Literacy Sexual Education Model, Family-Centered Sexual Education Model, Community-Driven Sexual Education Model, dan Tech-Enhanced Sexual Education Model. Pengelolaan lingkungan fisik dilakukan dengan menyediakan ruang yang aman untuk mencegah kekerasan, sedangkan pengelolaan non-fisik berfokus pada pendekatan sensitivitas. Tantangan terbesar yang dihadapi adalah pengaruh teknologi yang sulit dikendalikan. Implikasi penelitian pada kesadaran untuk melindungi anak dari kekerasan.

KATA KUNCI:

Pendidikan Seksual, Nilai Qur'an, Pendidikan Ramah Anak, Era kontemporer

INTRODUCTION

Sex education for children is an important issue that has received more attention along with the rampant cases of sexual violence against children (Mahmudah, 2016; Noorman et al., 2023; Santika & Basuki, 2025). In Deli Serdang Regency, data from the Office of Women's Empowerment, Child Protection, and Family Planning recorded 59 cases of sexual violence against children in 2024. This figure is of deep concern, because children who should be safe are victims of acts of violence that threaten their future (Nababan, 2024). These cases are not only traumatizing, but also affect the child's psychology which can continue into adulthood.

Seeing this alarming number, it is important to make preventive efforts through sexual education based on religious values, as

proposed in the Al-Qur'an-based sexual education model (Anam et al., 2024; Bahri, 2020; Erliani & Noormalasarie, 2017). By integrating Islamic values, it is expected that children understand the importance of taking care of their bodies and boundaries in interacting. This model not only emphasizes knowledge of sexuality, but also moral and ethical values according to Islamic teachings that can shape children's positive attitudes (Arianto, 2022; Septiani, 2021; Sutais, 2018).

This Qur'an-based sexual education is crucial in facing the challenges of managing child-friendly education, especially with complex technological and social developments. This preventive measure is an appropriate strategy to protect children from sexual violence and ensure their physical and mental well-being.

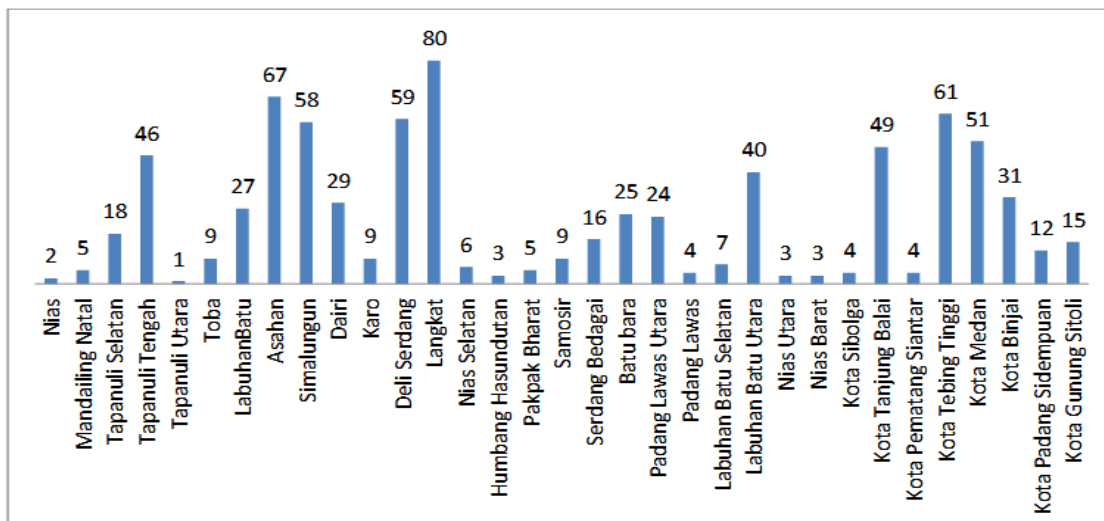


Figure 1. Number of victims of sexual violence against women and children

With regard to this alarming phenomenon, sexual education is one of the most important preventive measures. Sexual education for children, which is still considered

taboo in many circles of society, has a big role in educating children about the importance of taking care of their bodies and understanding their rights and limits (Maimunah, 2019;

Soebagio, 2020). Sexual education does not only teach children about the physical aspects of sexuality, but also about gender identity, body privacy rights, and how to protect themselves from potential sexual violence, including violence that comes from parties close to them, such as friends, relatives, or even family members. In addition, sexual education for children should be tailored to their age stages and taught gradually so that children can understand the information in a developmentally appropriate way (Firdausyi, 2019; Siswanto, 2024; Suteja & Muzaki, 2024).

However, despite its importance, sexual education for children is not specifically regulated in the national education curriculum in Indonesia. This is a challenge in itself, given the importance of this education to equip children with a correct understanding of sexuality, especially in the midst of the development of various types of sexual violence that can befall children. In this regard, children's education institutions in Deli Serdang Regency, the majority of which are Islamic-based, need a model of sexual education that is not only relevant to child development, but also based on religious values, especially Qur'anic values. The integration of Qur'anic values in sexual education is expected to provide a strong moral foundation for children in building their awareness of the importance of protecting their bodies and interacting with the opposite sex in accordance with Islamic teachings that prioritize honor and chastity.

One of the reasons why sexual education based on Qur'anic values is very important is because Islam provides clear guidelines related to adab in inter-gender relationships, maintaining aurat, and ethics in relationships between men and women (Anam et al., 2024; Bahri, 2020). By integrating these values in children's sexual education, it is hoped that children can understand that sexuality is not only a physical issue, but also an ethical, moral, and spiritual issue that must be maintained in accordance with religious teachings. Education that incorporates these moral aspects will have a positive impact on children's character building, so that they can grow into individuals who are responsible, self-respecting, and respectful of others (Rahayu et al., 2023; Saputri et al., 2023; Sesse, 2016).

This Qur'anic values-based education is also very relevant to the goal of realizing child-friendly education in the school environment. Child-friendly education, as launched by the Ministry of Women's Empowerment and Child Protection, aims to create a safe, healthy, and pleasant environment for children. In this context, sexual education based on Qur'anic values is expected to strengthen efforts to create an environment free from sexual violence and deviance. A child-friendly environment will support children's psychological and emotional development, provide them with a sense of security, and give them the confidence to engage in the learning process optimally.

Through this approach, this research aims to design a Qur'anic values-based sexual education model that can be implemented in children's educational institutions in Deli Serdang Regency. The main focus of this research is to analyze the management of a child-friendly educational environment that can support the implementation of the Qur'an-based sexual education model, as well as to identify the challenges faced in its implementation. This research will use a qualitative approach based on phenomenological studies, with data collection through interviews, observations and document studies conducted in children's educational institutions in Deli Serdang District. This approach was chosen because it provides an in-depth understanding of the phenomena in the field, as well as providing insight into how the Qur'an-based sexual education model can be applied in the social and cultural context of the area.

One of the questions posed in this study is how can the design of a sexual education model based on Qur'anic values be implemented in children's educational institutions in Deli Serdang Regency? This research will explore how educational institutions, the majority of which are Islamic-based, can develop a sexual education curriculum that integrates Qur'anic teachings with a developmentally appropriate approach. In addition, this research will also discuss the role of schools in realizing child-friendly schools through the implementation of a Qur'an-based

sexual education model that is safe, fun, and in accordance with religious values.

The literature review in this study shows that sexual education in children has a very important role in shaping children's gender identity, as well as providing an understanding of body privacy rights and boundaries in interacting with the opposite sex (Amalia et al., 2024). A number of studies have also shown that a faith-based approach, especially Qur'anic values, can be an effective tool in shaping the character of children who are not only intellectually intelligent, but also have strong moral and spiritual values. In the context of sexual education, integrating religious values in the curriculum can help children to understand that sexuality is a part of life that must be respected and safeguarded in accordance with religious teachings (Lubis et al., 2024).

This research is expected to contribute both theoretically and practically. Theoretically, this research can enrich the literature on sexual education based on Qur'anic values, and provide guidance for the development of sexual education models that are in accordance with the social, cultural and religious context in Indonesia. Practically, the results of this study can be used as a guideline for educational institutions in Deli Serdang Regency, as well as other regions with similar characteristics, to develop a sexual education curriculum that is in accordance with Islamic religious principles and supports the creation of a child-friendly educational environment. In the long run, it is

hoped that this educational model can be implemented in Islamic-based schools in Indonesia, so as to reduce the number of sexual violence against children, as well as forming a generation that is more responsible, noble, and maintains their self-respect.

The distinction of this research lies in the integration of sexual education based on Qur'anic values in children's educational institutions, which has not been widely discussed in previous studies. This research offers a model that not only prioritizes aspects of knowledge about sexuality, but also emphasizes moral and ethical values that are in accordance with Islamic teachings. Unlike previous studies, such as those conducted by Abduh and Wulandari (2016) and Firdausyi (2019) which focus on developmental theory or sexual education at the basic education level, this study integrates religious values deeply in the context of children's sexual education. This research also identifies the challenges faced in implementing this educational model, particularly in managing a child-friendly educational environment amidst technological developments and increasingly complex social challenges, as discussed by Mahmudah (2016) and Siswanto (2024). The findings provide new insights into the implementation of Islamic religion-based sexual education in children's educational institutions.

The aim of this research is to provide practical solutions for children's educational institutions in Deli Serdang Regency, especially

those based on Islam, in developing and implementing a Qur'an-based sexual education model that can create a safe and supportive educational environment for children's development. The novelty of this research lies in its focus on integrating sexual education with Qur'anic values in the context of children's education, as well as the management of a child-friendly educational environment that can help create an environment that is safe and free from sexual violence. Thus, this research not only contributes to the field of education, but also has a positive impact on child protection efforts in Indonesia.

THEORY DESCRIPTION

Sexual education is an integral part of children's education, which includes not only biological aspects, but also social, moral, and spiritual values (Halstead & Reiss, 2003; Paul, 2005). In Indonesia, especially in Muslim societies, an approach to sexual education that integrates religious values, especially the Qur'an, is very important. The concept of sexual education based on Qur'anic values includes Islamic teachings that regulate interactions between genders, maintain body honor, and provide an understanding of individual rights in the sexual context, in accordance with religious teachings. This education not only provides knowledge about the body and sexual relations, but also shapes children's character to live with good manners and ethics, in line with religious teachings (Arianto, 2022; Lubis et al., 2024).

Child development theory, as proposed by Jean Piaget (2024), is the main foundation in designing Qur'an-based sexual education. Piaget explained that children go through certain developmental stages, such as the sensorimotor and concrete operational stages, which affect the way they understand the world (Piaget, 1952). Therefore, the information given to children should be tailored to their stage of development. At an early age, children begin to recognize their bodies and understand gender differences. Sexual education in early childhood should focus on recognizing the body, understanding privacy, and basic values of modesty in accordance with Islamic teachings.

Lawrence Kohlberg's theory of moral development is also relevant in Qur'an-based sexual education. Kohlberg suggests that children's moral development consists of several stages, from an understanding of simple rules to a more complex understanding of justice and moral norms (Kohlberg & Hersh, 1977). In Qur'an-based sexual education, children are taught about the importance of taking care of themselves and their bodies as a form of respect for God. By teaching the moral values in the Qur'an, children can understand their obligation to maintain their self-respect and respect others, both in inter-gender interactions and in social relationships.

Albert Bandura, through his social-cognitive theory, also provides an important perspective in child sexual education. Bandura emphasizes that children learn by observing the behavior of adults and peers, and imitating the

behavior they consider appropriate (Bandura, 2023). In sexual education, parents and educators have a big role as models in teaching the values of inter-gender relations according to Islamic teachings. For example, parents who show respectful behavior between genders and keep their aurat provide a good example for children in understanding how to interact with the opposite sex.

Qur'an-based sexual education also pays attention to the psychological aspects of children, especially in recognizing body privacy and rights over their bodies. Children begin to learn to recognize their bodies and gender differences at an early age. An understanding of bodily privacy is an important basis in preventing sexual violence. In the context of Qur'an-based education, children are taught to value their bodies as a gift from God, which must be preserved and protected. This is in line with Islamic teachings that emphasize the importance of maintaining self-respect and respecting the bodies of others. The Self-Protection Theory developed by McMahon (2021) also supports that children who are taught to recognize their bodies and their boundaries are more likely to protect themselves from potential harm.

Socio-cultural aspects greatly influence children's sexual education, especially in societies with a majority of certain religions. In Muslim societies, the values of the Qur'an become a strong guideline in shaping children's mindset in interacting with the opposite sex. The Qur'an teaches the principles of modesty, honor, and

shame that serve to guard human behavior from sexual deviance. Qur'an-based sexual education provides a solid moral foundation for children in understanding relationships between genders, as well as how to act according to social norms and religion. Imam Al-Ghazali (2020) also taught moral principles in all aspects of life, including in sexual education.

The contextual approach, as proposed by Vygotsky (2015), emphasizes that education should consider the social and cultural factors present in the child's environment. Therefore, Qur'anic-based sexual education should be adapted to the values of the society, so that children can receive the education in a relevant and socially and culturally acceptable way. In Qur'anic-based education, children's understanding of local and religious values can shape them into responsible individuals.

Overall, Qur'anic values-based sexual education aims to shape children who are not only intellectually intelligent but also have good morals and can maintain the honor of their bodies according to Islamic teachings. With a developmentally appropriate approach and sensitivity to the local socio-cultural context, this education can provide a strong foundation for children to protect themselves from sexual violence and understand their role in society. This education not only provides knowledge, but also shapes healthy character, creating a generation that is not only academically smart, but also has strong morals.

METHODS

The research method used in this study is qualitative research with a phenomenological approach. The phenomenological approach was chosen because this study aims to understand the subjective experiences and meanings given by the participants to the phenomenon of sexual education based on Qur'anic values in children's educational institutions (Chu, PH. and Chang, 2017; Creswell, 2018). This approach allows researchers to explore the views, beliefs, and experiences of educators, parents, and children in the context of sexual education integrated with Islamic teachings. With phenomenology, researchers can understand the meaning given by the research subjects to the concept of sexual education, as well as how they relate it to Qur'anic values.

This research was conducted in children's educational institutions in Labuhan Deli sub-district, Deli Serdang district. The selection of this location was based on the characteristics of educational institutions in the area, the majority of which are Islamic-based. These educational institutions have the potential to implement a sexual education model based on the integration of Islamic values, because Islamic religious values dominate in their learning process. With this condition, the application of the Qur'an-based sexual education model can be more acceptable and more relevant for students and parents, the majority of whom have strong religious views and practices. In addition, Labuhan Deli sub-district was chosen because it is one of the largest sub-

districts in Deli Serdang Regency, with a diverse range of educational institutions and includes a representative population for this study.

The data sources in this study consist of educators, parents, and children attending children's educational institutions in Labuhan Deli sub-district. Educators will provide information on the implementation of Qur'an-based sexual education in schools, while parents will provide their perspectives on how they support or engage in their child's sexual education. Children, albeit with appropriate age restrictions, will provide their views on their understanding and acceptance of the sexual education materials provided at school. Thus, these diverse data sources enable the research to obtain a comprehensive picture of the implementation and perceptions of Qur'anic values-based sexual education.

The data collection techniques used in this research are in-depth interviews, participatory observation, and documentation studies. In-depth interviews will be conducted with educators, parents, and children to explore their views, experiences, and understanding of Qur'an-based sexual education. Participatory observation will be conducted to see first-hand how sexual education is implemented in the school environment, as well as the interaction between educators and children in the learning process. Documentation studies will involve collecting documents related to the education curriculum, school policies and materials used in teaching sexual education in schools.

To ensure data validity, this study used source triangulation and method triangulation techniques. Source triangulation was conducted by comparing information obtained from various data sources, such as educators, parents, and children, to ensure consistency and validity of findings. Method triangulation was done by using several data collection techniques (interviews, observations, and documentation studies) to verify the accuracy of the information obtained. Data validity is also maintained through member checking, where researchers will ask for confirmation from informants regarding the findings that have been obtained to ensure that the interpretations given are accurate and in accordance with their experiences.

RESULTS AND DISCUSSION

A Model of Sex Education for Children Based on Qur'anic Values

Qur'anic values-based child sex education is an important effort in providing a comprehensive understanding of sexuality to children, while still prioritizing the moral and spiritual values contained in Islamic teachings. In research conducted in Labuhan Deli sub-district, it was found that there are five models of sex education applied in children's educational institutions, each of which integrates Qur'anic values in their teaching. The five models are Developmental-Based Sexual Education Model, Qur'anic Literacy Sexual Education Model, Family-Centered Sexual Education Model, Community-Driven Sexual

Education Model, and Tech-Enhanced Sexual Education Model. Based on the results of interviews and observations in the field, it was found that the five models have diverse characteristics but complement each other in educating children about sexuality in accordance with the values contained in the Qur'an.

The Developmental Based Sexual Education Model is implemented in most child education institutions in Labuhan Deli sub-district. This model focuses on an approach that adapts sex education materials to the child's developmental stage. In an interview with one of the teachers at a children's educational institution in Labuhan Deli sub-district, she explained that the materials provided are based on the age and cognitive understanding of the child. "Early childhood is more taught to know their bodies and personal boundaries in accordance with Islamic teachings, such as maintaining aurat and self-respect," said one teacher. This is in accordance with Piaget's principle of the stages of children's cognitive development, where they need an approach that matches their understanding (Stoltz et al., 2024). During the observation, it was found that children were taught about gender differences, aurat, and the concept of body purity in a very simple and easy-to-understand way, using the method of pictures and short stories taken from stories in the Qur'an.

In the Qur'anic Literacy Sexual Education Model, sex education materials emphasize children's understanding of Qur'anic

verses that talk about sexual ethics and relationships between genders. Interviews with religious leaders involved in children's sex education in Labuhan Deli sub-district revealed that they use Surah Al-Baqarah (2:223) which explains that the relationship between husband and wife is one of mutual respect and affection. One of the religious teachers added, "We try to instill in the children that any form of relationship should be based on respect, love and purity, in accordance with the teachings of the Qur'an." Classroom observations showed that this model of teaching involved a lot of group discussions, where children were given the opportunity to express their opinions on how men and women should behave based on religious teachings. The use of Qur'anic texts in teaching sexuality provides a strong moral depth, in accordance with the commentaries that explain healthy and Islamic relationships (Al-Syarbini, 2005).

The Family-Centered Sexual Education Model was one of the most frequently encountered models in interviews with parents in Labuhan Deli sub-district. Many parents feel that sex education in children should start at home, where they as parents play an important role in educating their children about the norms of sexuality in Islam. One mother of a student at a children's educational institution said, "We as parents feel the need to provide an understanding of sexuality from an early age, by teaching our children about the sanctity of the body and the need to keep the aurat in

accordance with Qur'anic values." Field observations show that many parents in Labuhan Deli sub-district are actively involved in their children's school activities, including in teaching sessions on Qur'anic value-based sex education. Discussions about healthy sexuality are often initiated by parents, and Islamic values such as maintaining self-respect and mutual respect are strongly emphasized in the family.

The Community-Driven Sexual Education Model is a model that involves community participation in Qur'anic value-based sex education (Cacciatore et al., 2019). During observations, it was observed that the community, including local religious and community leaders, play an active role in providing sex education to children. One religious leader in Labuhan Deli sub-district explained that they regularly hold lectures and discussions on sexuality based on Islamic teachings, which also involve children and parents. "We teach children that it is important to maintain chastity and adhere to Islamic teachings in relationships with the opposite sex. This is part of our shared responsibility as a community," she says. Through these community discussions, children are taught to understand their role in society as well as the importance of maintaining moral values in accordance with the religion, by avoiding promiscuity that is not in accordance with Islamic teachings.

Finally, the Tech-Enhanced Sexual Education Model utilizes technology to provide

sex education based on Qur'anic values. Interviews with managers of educational institutions in Labuhan Deli sub-district revealed that they are now starting to use Qur'an-based educational applications and videos to teach children about sexuality. One educational institution manager said, "We use apps that present material about sexuality in accordance with Islamic teachings, so that children can access the information more easily and interactively." Observations show that the children at the children's education institute are very enthusiastic about the use of this technology. They can learn about the moral values contained in the Qur'an in a fun way through the educational apps they use, including animations and quizzes that educate about the relationship between men and women in Islam.

The novelty of this study lies in the integration of Qur'anic values in the five sex education models implemented in Labuhan Deli sub-district. This research not only provides insight into the various approaches used to teach sexuality, but also shows how religious values can be effectively incorporated into sex education based on child development, family involvement, community and technology. This research makes an important contribution in enriching the theory of faith-based sex education, particularly Islam, and shows that this faith-based approach is highly relevant in providing children with a deeper understanding of sexuality. Thus, this research can be an important reference in the development of a

more holistic and value-based sex education in the context of Muslim society.

The findings of this study are in line with the theory of religious education proposed by Nasr (2002), which emphasizes the importance of integrating religious values in various aspects of life, including education, this study shows how Qur'anic values can be applied in sex education based on a holistic approach. In addition, this study also strengthens the theories

proposed by Schaefer (2016), who states that sex education that incorporates cultural and religious values can help strengthen moral and ethical understanding among children. Thus, the results of this study can enrich the literature of faith-based sex education theory, particularly in the context of Islamic education, and pave the way for the development of sex education models that are more sensitive to local and religious values in Muslim societies.

Table 1. Qur'anic Value-Based Child Sex Education Model in Deli Serdang Regency

No.	Model	Implementation	The Context of Child-Friendly Education	Verse Reference
1	Developmental-Based Sexual Education Model	Sex education is tailored to the child's developmental stage. Using age-appropriate approaches and children's cognitive understanding, such as recognizing the body and aurat.	Present age- and developmentally-appropriate materials and ensure teaching is done in a safe and fun way.	Surah An-Nisa' (4:3)
2	Qur'anic Literacy Sexual Education Model	Emphasizing the understanding of Qur'anic verses relating to sexual ethics and inter-gender relations, such as Surah Al-Baqarah (2:223).	Foster respect and affection in gender interactions, with a sensitive and caring approach to children's needs.	Surah Al-Baqarah (2:223)
3	Family-Centered Sexual Education Model	Sex education starts at home with parents taking an active role in teaching Islamic sexuality norms.	Encourage family involvement in sex education that prioritizes children's comfort and safety, and builds open communication.	Surah Luqman (31:14)
4	Community-Driven Sexual Education Model	Involve community, religious and social leaders in sex education, including lectures and discussions on Qur'anic values.	Create a supportive environment around the child, with a caring approach to the child's emotional well-being.	Surah At-Tawbah (9:71)
5	Tech-Enhanced Sexual Education Model	Using technology, such as Qur'an-based educational apps and videos, to teach sexuality in an interactive way.	Provide easy and interactive access to information for children, while maintaining appropriate content that supports positive child development.	Surah Al-Alaq (96:1-5)

Child Friendly Environment Management for the Implementation of Qur'anic Value-Based Sex Education

Based on interviews with educators and parents in educational institutions in Labuhan Deli sub-district, it was found that management of the physical and non-physical environment is crucial in creating a safe and comfortable atmosphere for children. A safe physical environment plays a role in preventing violence, while non-physical approaches involving the use of technology and sensitivity approaches also play a big role in creating effective educational experiences.

Interviews with educators showed that classrooms and facilities in educational institutions have been designed with children's safety and comfort in mind. Some institutions have implemented safety principles by ensuring child-friendly space design that is easily accessible, well-lit and provides space for healthy interactions between children. In addition, technological tools such as multimedia devices are used to introduce sex education concepts in a way that is easier for children to understand, according to their stage of development. This shows that the integration of technology can facilitate the understanding of important concepts based on Qur'anic values in sex education.

On the other hand, findings from observations show that the importance of non-physical approaches is no less significant. One of the approaches found in the field is the

involvement of families in the sex education process. Parents involved in their children's education emphasize the importance of Qur'anic values as the main foundation in teaching sexuality to children. They integrate Qur'anic teachings in discussions about sexual ethics and inter-gender relationships, emphasizing respect and compassion.

In addition, managing an environment that supports sensitivity to cultural and social differences is also one aspect that needs attention. In some educational institutions, there are efforts to bring sexual education closer to Qur'anic values that teach the importance of respecting individual rights and maintaining personal honor. An environment that is sensitive to these social and cultural issues helps to create a broader understanding of sexuality that is based on moral and religious values.

Expert opinions support the research findings regarding the importance of managing the physical and non-physical environment in Qur'anic value-based sex education. Erikson (1963) emphasized that a safe and comfortable environment is very important for children's development, including in understanding body boundaries and moral values. This is in line with the findings that safe and accessible classrooms support children's psychological development.

Greenberg et al. (1956) state that technology, such as multimedia, makes it easier for children to understand complex concepts, including Qur'an-based sex education. The use of technology makes the material more

interactive and easy to understand according to children's cognitive development.

Darling and Steinberg (2000) also support the finding that family involvement in sex education is very important. Parents in Labuhan Deli sub-district who teach Qur'anic values help children understand sexual ethics and gender relations.

In addition, Banks (2007) highlights the importance of culturally and socially sensitive education. Environmental management that considers the local cultural context strengthens Qur'anic value-based sexual education, making it more relevant and acceptable to children. Overall, this approach creates effective and holistic sex education.

The novelty of this research lies in combining child-friendly environmental management with a Qur'an-based sex education approach that is rarely found in the existing literature. This research makes an important contribution in enriching sex education theory, especially in the context of faith-based education. By emphasizing the integration of religious values in sex education, this research opens new insights that sex education is not only limited to biological aspects, but can also be expanded by teaching moral and spiritual values contained in religious teachings. It also shows that a faith-based approach, especially Islam, is relevant in educating children to have a holistic understanding of sexuality.

In the context of educational theory, this research offers a new perspective on how

physical and non-physical environments can be combined to create an effective and well-rounded educational experience. An approach that incorporates principles of safety, comfort and religious values is expected to improve the quality of sex education that is more value-based and relevant to the socio-cultural needs of Muslim communities.

Challenges in Managing a Child-Friendly Environment for the Implementation of Qur'anic Value-Based Sex Education

This study identified significant challenges in managing a child-friendly environment for the implementation of Qur'anic value-based sex education, particularly in relation to the use of social media which is difficult to control in terms of preventing immoral content. Based on interviews with educators and parents in Labuhan Deli sub-district, it was found that although management of a safe physical and non-physical environment has been implemented, social media poses a major challenge in safeguarding children from exposure to material that is not in line with Qur'anic values. This is further exacerbated by the limited supervision of children's online activities outside of home or school.

According to the educational technology theory proposed by Reeves & Reeves (2006), technology can have a positive impact on education, including sex education, by introducing materials that are more engaging and accessible to children. However, technology

also brings challenges in the form of uncontrolled exposure to content, which can lead to misconceptions about sexuality. In line with these findings, Hirschi's Social Control theory (2023) also emphasizes that social supervision of individuals, in this case children, is necessary to prevent negative influences from the social environment. The use of technology in Qur'an-based sex education should be complemented with stricter supervision mechanisms and counseling to parents and educators on how to manage these risks.

In this regard, the Media Literacy approach developed by Levin & Arafeh (2003) provides important insights. According to this theory, children need to be taught how to analyze and evaluate the information they receive from the media, including social media. Through media literacy, children can be trained to recognize appropriate and inappropriate content with religious and moral values. This is a big challenge in Qur'an-based sex education, because in addition to teaching moral values, children also need to be given the ability to filter information that may contradict Islamic teachings.

The findings of this study are also enriched by Bandura's opinion (2023) regarding Social Learning Theory, which states that children learn a lot from their observations of the behavior of others, especially through the media. The influence of social media in shaping children's attitudes and behavior, including in terms of sexuality, becomes more complex, as

children are often exposed to various behaviors that do not reflect religious values. In this context, the supervision of parents and educators becomes very important to guide children so that they can interpret sexuality in accordance with the principles taught in the Qur'an.

In addition, Epstein's Family Involvement theory (2004) states that the success of children's education is strongly influenced by parents' involvement in their education. This is relevant to the findings that parents' involvement in Qur'an-based sex education is necessary, but they are also faced with the challenge of monitoring their children's social media use. Parents need to be given a deeper understanding of how to monitor their children's online activities and teach them about digital risks that can undermine their understanding of sexuality.

The novelty of this research lies in the attempt to integrate child-friendly environmental management with a Qur'an-based sex education approach amidst the challenges of the digital era. This research introduces the concept of faith-based sex education that is adaptive to technological developments, which not only teaches moral values, but also involves wiser management of social media. This fills a gap in religious education theory that has focused on learning in the physical environment and traditional teaching, but has not addressed the influence of technology on children's religious and moral understanding.

The theoretical contribution of this research is that in the context of Qur'an-based education, a framework is needed that involves not only religious education, but also effective social media management strategies, training for parents and educators in media literacy, as well as stricter supervision in children's digital environment. This research opens up space for the development of a more comprehensive theory of religious value-based sex education that is relevant to the challenges of the times.

CONCLUSION

The conclusion of this study confirms that Qur'anic value-based child sex education in Labuhan Deli Sub-district is very effective in providing a holistic understanding of sexuality, combining biological, moral and spiritual aspects. This study identified five sex education models, namely Developmental-Based Sexual Education Model, Qur'anic Literacy Sexual Education Model, Family Centered Sexual Education Model, Community-Driven Sexual Education Model, and Tech Enhanced Sexual Education Model, which integrate Islamic teachings in educating children about sexuality. Each model is tailored to the child's developmental stage, understanding of sexual ethics, and involves the active role of family and community. Developmental-Based adapts the material to the age of the child, while Qur'anic Literacy focuses on understanding Qur'anic verses related to gender relations. Family-Centered emphasizes the importance of the role

of parents, Community-Driven involves the community, and Tech-Enhanced utilizes technology for a more interactive approach. The research shows that a safe environment, as well as family and community involvement, strongly supports the success of Qur'anic value-based sex education. However, the biggest challenge is the uncontrollable influence of social media, which can affect children's understanding of sexuality. Overall, this research makes an important contribution to the development of faith-based sex education models, particularly in the context of Islamic education.

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