Sexuality Education for Children from the Perspective of Freud's Psychosexual Theory: The Roles of Family and School

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Abstract : This study aims to examine the relevance of Sigmund Freud's psychosexual theory to sexuality education for children and to analyze the complementary roles of family and school in supporting children's psychosexual development. This study employs a qualitative descriptive approach using library research. Data were collected from Freud's works and relevant scholarly literature, then analyzed through deductive reasoning and interdisciplinary perspectives from psychology, philosophy, and education. The findings indicate that Freud's psychosexual developmental stages provide a conceptual framework for understanding children's developmental needs and adapting sexuality education to different age groups, from infancy to adolescence. The study further finds that families play a primary role in establishing emotional security, values, behavioral boundaries, and healthy interpersonal relationships, while schools complement this role by providing accurate, systematic, and developmentally appropriate knowledge. Collaboration between parents and teachers is therefore essential to integrating knowledge, emotional development, self-control, and moral values in sexuality education. The study concludes that Freud's psychosexual theory can serve as a conceptual foundation for age-appropriate sexuality education, provided that its application considers children's developmental contexts and educational needs. Synergy between family and school is crucial to supporting children's healthy identity formation, emotional maturity, and responsible behavior.

Keywords: Sexuality Education, Psychosexual Theory, Sigmund Freud, Family, School

INTRODUCTION

As an individual grows, sexuality also undergoes a developmental process that occurs simultaneously with personality development. Therefore, personality maturity and sexual maturity are two interrelated dimensions that develop in parallel. If these two dimensions do not develop in harmony, this condition has the potential to give rise to various forms of deviant sexual behavior or inappropriate uses of sexuality. In this context, sexuality is no longer carried out based on its biological and human functions, including reproduction as one of its primary purposes.

Nowadays, various forms of sexual behavior that deviate from social, cultural, and religious norms are increasingly common. This phenomenon is reflected in the increasing practice of same-sex relationships, unmarried cohabitation, premarital pregnancies, and promiscuous sex[1]. This situation is a serious concern because it not only impacts individuals but also poses challenges for families, educational institutions, the government, and religious

[1] Erika Martining Wardani, Arif Helmi Setiawan, and Difran Nobel Bistara, "Studi Perilaku Seks Menyimpang Terhadap Kejadian HIV Fase Laten Pada Komunitas Lelaki Seks Lelaki (LSL) di LSM Kompeda Surabaya," *Jurnal Keperawatan dan Kesehatan Masyarakat Cendekia Utama* 9, no. 1 (March 2020): 93–101, https://doi.org/10.31596/jcu.v9i1.519.

institutions. Therefore, comprehensive efforts are needed to prevent sexual abuse while simultaneously building understanding and responsible sexual behavior in accordance with prevailing values.

As a key figure in psychoanalysis, Sigmund Freud argued that sexual development is an integral part of the process of human personality formation. According to him, this development begins in infancy and continues through various stages until experiencing significant changes during puberty[2]. Based on this view, sex education is deemed necessary from an early age so that children and adolescents gain an understanding appropriate to their developmental stage. With this knowledge, they are expected to be able to develop sexuality in a healthy and integrated manner, while simultaneously fostering an attitude of respect, control, and responsibility for the sexual aspects of their lives.

Based on the view that sexuality is a crucial aspect of individual development, a more in-depth study of the relationship between psychoanalytic theory and sex education is relevant. In this context, Sigmund Freud's theory of sexuality can serve as a conceptual foundation for understanding sexual development from infancy through childhood and adolescence. Understanding these developmental stages is expected to contribute to the formulation of sex education that is appropriate to the developmental characteristics of students, ensuring that its implementation addresses the needs of sex education at each stage of development.

This background raises several questions worthy of further study. First, how can Sigmund Freud's theory of sexuality be comprehensively understood? Second, to what extent is this theory relevant and applicable as a foundation for sex education, which is increasingly seen as a crucial requirement in the educational process and individual development.

Psychoanalysis as one of the main currents in psychology has given rise to various theoretical concepts that make important contributions to the understanding of human behavior and development. Some of them include dream theory, personality theory, narcissism theory, and sexuality development theory. Among these various concepts, sexuality theory is the focus of study because it is considered to have strong relevance to the world of education. In this context, Sigmund Freud's theory of sexual development is studied to understand its implications for sex education, especially at the developmental stages from infancy, childhood, to adolescence .

RESEARCH METHOD

This study uses a literature study approach, utilizing the works of Sigmund Freud and various literature discussing his thoughts as the primary data sources. The approach applied is descriptive qualitative, oriented towards describing and interpreting phenomena based on literature data, with an emphasis on the analysis of meaning and value[3]. The analysis is conducted through deductive reasoning, starting from general concepts or theories and then applying them to more specific and practical contexts[4]. To gain a more comprehensive understanding, this study also utilizes perspectives from various disciplines, such as psychology, philosophy, and education, as a basis for analyzing and comparing Freud's theories.

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[2] Fitrah Nabila Dista, Chairullah Chairullah, and Wahyu Khafidah, *Pendidikan Seks Bagi Anak Usia Dini Menurut Perspektif Abdullah Nashih 'Ulwan Dan Sigmund Freud*, January 22, 2024, https://jurnal.iailm.ac.id/index.php/waladuna/article/view/897.

[3] Agus Susilo Saefullah, "Ragam Penelitian Kualitatif Berbasis Kepustakaan Pada Studi Agama Dan Keberagamaan Dalam Islam," *Al-Tarbiyah : Jurnal Ilmu Pendidikan Islam* 2, no. 4 (July 2024): 195–211, https://doi.org/10.59059/al-tarbiyah.v2i4.1428.

[4] Olfin Anuke and Ismaul Fitroh, "Tuna (Mo Luna) Dan Relevansinya Terhadap Pembelajaran IPS," *Journal on Education* 5, no. 4 (May 2023): 16712–19, https://doi.org/10.31004/joe.v5i4.2829.

RESULTS AND DISCUSSIONS

Sigmund Freud was born on May 6, 1856, in Freiberg, a city located in Moravia. At the time of his birth, the region was still part of the Austro-Hungarian Empire, while today it is part of the Czech Republic. Freud was raised in a Jewish family. When he was four years old, his family moved to Vienna, Austria, which would become the center of his life, education, and intellectual career for decades. The worsening political situation in Europe due to the expansion of the Nazi regime forced him to leave Vienna in 1938 and settle in London, England. It was in this city that Freud spent the final years of his life until his death in 1939[5]. During his stay in Vienna, Freud studied medicine at the University of Vienna. After completing his studies, he became involved in research activities in the laboratory led by Professor Ernst Brücke, a physiologist, from 1876–1882. His professional career continued as a physician at the Vienna General Hospital, focusing primarily on brain anatomy research from 1882 to 1885. Between 1884 and 1887, Freud also conducted a series of scientific studies on cocaine as an anesthetic. In 1886, he married Martha Bernays. His family's financial situation forced him to reduce his research activities and switch to private practice as a neurologist.

After completing various studies in neurology, Freud continued his scientific studies by producing several papers on disorders of the childhood brain following an academic visit to Berlin. Over time, his research interests shifted from neurological aspects to the study of psychopathology. The influence of Josef Breuer's thinking prompted Freud to begin applying hypnosis and suggestion techniques in his clinical practice around 1888[6]. However, he later assessed that both techniques had limitations and therefore were no longer used as primary approaches in therapy. This experience led him to develop the free association method, which later became the main foundation for the birth of the psychoanalytic approach. To fully understand the development of Freud's thought, a discussion of the concept of psychoanalysis needs to be linked to other theories he developed, so that the relationship between concepts within his framework can be understood more comprehensively.

Conception of Sexuality in Psychoanalytic Theory

The theory of sexuality developed by Sigmund Freud has become an important foundation for the scientific study of human sexuality. Although this concept has elicited a variety of responses, ranging from acceptance to criticism among psychologists and scientists, its contribution remains significant in understanding the human sexual dimension. Freud explained that sexual development does not begin when a person enters adolescence, but rather begins from infancy and continues to undergo changes through various stages until puberty. Furthermore, his theory also examines the possibility of deviations or variations in sexual development throughout an individual's life. Therefore, this section presents a brief description of the main points of Sigmund Freud's theory of sexuality as a basis for understanding human sexual development.

Understanding Sexuality

From Sigmund Freud's psychoanalytic perspective, the concept of sexuality is interpreted more comprehensively than simply activities involving the reproductive organs in adulthood. Freud viewed sexuality as all forms of behavior related to the search for satisfaction from early life, including the activities of breastfeeding, sucking, eating, and the process of defecating. These various forms of behavior have emerged since the individual was in childhood and are part of their sexual development. Furthermore, sexuality, according to Freud, also includes an affective dimension, such as feelings of love and emotional attachment to

[5] Andrzej Grzybowski and Joanna Żołnierz, "Sigmund Freud (1856–1939)," *Journal of Neurology* 268, no. 6 (June 2021): 2299–300, https://doi.org/10.1007/s00415-020-09972-4.

[6] Richard P. Kluft, "Freud's Rejection of Hypnosis, Part I: The Genesis of a Rift," *American Journal of Clinical Hypnosis* 60, no. 4 (April 2018): 307–23, https://doi.org/10.1080/00029157.2018.1426321.

others. In childhood, libido is fulfilled through strong emotional relationships with parental figures, especially the mother and father, who are the first objects of affection in a child's life[7].

From a psychoanalytic perspective, an individual's feelings of love and attachment to others are understood as manifestations of the sexual drive (libido) that every human being naturally possesses. Freud explained that this drive originates from a number of erogenous zones, particularly the mouth, anus, and genitals, each of which serves as a source of gratification at a specific stage of development. As Freud stated, "it is an erogenous part and a somatic source of partial urges"[8], each erogenous zone becomes the origin of the emergence of partial instinctive urges. As the process of psychosexual development progresses, these drives undergo changes in direction so that they can be satisfied through various objects or different forms of relationships according to the individual's developmental stage.

Dimensions of Sexuality in Children

One of the fundamental ideas in Freud's psychoanalytic theory is that sexual development begins in childhood, not only emerging at puberty[9]. Freud explained that from the beginning of life, sexual drives develop through several psychosexual stages: the oral, anal, and phallic phases, followed by the latent and genital phases. Each stage has distinct characteristics and developmental tasks and influences the formation of an individual's personality. According to Freud, the experiences gained during each phase play a crucial role in shaping character, behavioral patterns, and how a person experiences and expresses their sexuality during later development.

In Freud's psychoanalytic theory, sexual development begins in childhood, making the role of parents crucial in supporting this developmental process. Through appropriate parenting, parents are expected to guide children in managing their urges, emotions, and various behavioral tendencies for healthy development. Freud argued that emotional experiences in the early years of life have a significant influence on personality formation in adulthood. Therefore, each stage of psychosexual development must be optimally navigated according to its characteristics and developmental tasks. A child's success in navigating each phase will reduce the likelihood of fixation, a condition where psychosexual development stalls or remains tied to one stage due to unresolved conflict[10].

Freud's view asserts that sexual development begins in childhood and is part of the human developmental process from the beginning of life. According to psychoanalytic theory, sexual urges that emerge at each stage of development have different characteristics and needs for satisfaction, depending on the child's age. Therefore, providing sex education appropriate to the child's developmental level is crucial to ensure they gain a proper understanding of the body, emotions, and interpersonal relationships. This ensures that psychosexual development can proceed healthily and in harmony with the developmental tasks at each age stage.

Sexual Transformation during Puberty

[7] Rachel B. Blass, "Understanding Freud's Conflicted View of the Object-relatedness of Sexuality and Its Implications for Contemporary Psychoanalysis: A Re-examination of Three Essays on the Theory of Sexuality," *The International Journal of Psychoanalysis* 97, no. 3 (June 2016): 591–613, https://doi.org/10.1111/1745-8315.12547.

[8] Philippe Van Haute and Herman Westerink, "Sexuality and Its Object in Freud's 1905 Edition of Three Essays on the Theory of Sexuality," *The International Journal of Psychoanalysis* 97, no. 3 (June 2016): 563–89, https://doi.org/10.1111/1745-8315.12480.

[9] Anna Ferruta, "A Reconsideration of Freud's Essays on Sexuality and Their Clinical Implications," *The Psychoanalytic Quarterly* 81, no. 2 (April 2012): 259–78, https://doi.org/10.1002/j.2167-4086.2012.tb00493.x.

[10] Phyllis Tyson, "Infantile Sexuality, Gender Identity, and Obstacles to Oedipal Progression," *Journal of the American Psychoanalytic Association* 37, no. 4 (August 1989): 1051–69, https://doi.org/10.1177/000306518903700409.

According to Freud's psychoanalytic theory, sexuality is present in childhood and continues to develop with age[11]. From early life, children exhibit instinctive drives and various behaviors related to psychosexual development, which then develop through specific stages. However, the characteristics of childhood sexuality differ from those that emerge as individuals enter puberty. In early life, sexual drives are more autoerotic, oriented toward achieving self-gratification through activities such as breastfeeding, sucking, or defecating. Entering puberty, this orientation changes, where libido is no longer self-centered but begins to be directed toward others as objects of affection and attraction. This change marks the transition to the genital stage, when interpersonal relationships and attraction to the opposite sex or partners become an important part of an individual's psychosexual development.

Entering puberty, an individual's sexual orientation is no longer limited to parental figures as objects of affection, but begins to expand to peers, both of the same and opposite sex[12]. From a psychoanalytic perspective, this development indicates that emotional relationships and sexual attraction begin to integrate so that feelings of love can no longer be separated from the sexual dimension. This change marks a process of psychosexual reorganization that is often accompanied by various internal conflicts as part of the formation of an individual's sexual identity and character. It explains that the conflicts that arise during puberty are developmental stages that contribute to the formation of relatively permanent personality patterns and sexual characters when the individual reaches the end of puberty.

In Freud's psychoanalytic theory, puberty is the stage when psychosexual development reaches the genital phase, the phase in which various sexual drives begin to organize and integrate under the dominance of the genital organs. At this stage, the libido no longer functions partially as in childhood, but is directed toward reproductive goals and the formation of mature relationships with love objects. Simultaneously, sexual orientation, previously autoerotic, changes to relationships centered on others as objects of affection and fulfillment of emotional needs[13].

However, the fulfillment of sexual urges during puberty does not always occur without obstacles. Freud explained that the processes of socialization, education, and the internalization of cultural and moral values cause some instinctual urges to be repressed. These mechanisms then form various psychic structures, such as shame, disgust, fear, and moral consciousness, which function to control and direct the expression of sexual urges to conform to social norms. As Freud (1964) stated, when sexual urges reach greater intensity during puberty, these psychic structures act as control mechanisms that channel libido into acceptable behaviors while preventing the recurrence of repressed urges. In this context, Freud argued that fixation can occur when psychosexual conflicts at a particular stage of development are not adequately resolved or when sexual urges experience prolonged inhibition, thus disrupting the process of optimal personality development.

The Rationality of Sexuality Education

The need for sexuality education has long been a concern and is becoming increasingly urgent amidst the development of modern society. Advances in information and communication technology have provided children and adolescents with increasingly broader access to a variety of information and content related to sexuality. Through the internet, social media, films, books, and interactions with peers, they can easily be exposed to information that

[11] Krisna Ivarianti et al., "Teori Perkembangan Menurut Sigmund Freud," *Early Childhood Journal* 3, no. 2 (2022): 102–9, https://doi.org/10.30872/ecj.v3i2.4858.

[12] Karsiyati Karsiyati, Nugroho Wicaksono, and Itsna Iftayani, "Benarkah Teknologi Informasi Dan Teman Sebaya Berhubungan Dengan Perilaku Seksual Berisiko Remaja? (Studi Pada Anak Binaan Pelaku Asusila)," *Acta Psychologia* 5, no. 1 (2023): 43–52, https://doi.org/10.21831/ap.v5i1.72472.

[13] Kayla Arifki, "Analisis Kebutuhan Layanan Pendidikan Seksualitas Siswa SMAN 4 Kota Jambi" (other, Universitas Jambi, 2025), https://repository.unja.ac.id/77980/.

may not be appropriate for their developmental level or needs. This situation indicates that children need a correct, comprehensive, and age-appropriate understanding of sexuality to be able to respond critically and responsibly to the information they receive.

On the other hand, discussions about sexuality in many families are still often viewed as taboo or inappropriate for children. This attitude leads parents to limit their children's access to information about sexuality without adequate explanation. As a result, children's curiosity drives them to seek information from various sources, such as books, mass media, the internet, and social circles, which may not provide accurate information appropriate to their developmental stage. Even when children receive educational material, the lack of guidance from parents or educators can lead to misinterpretation of the information. This situation has the potential to influence the formation of children's sexual values and behaviors. From Freud's psychoanalytic perspective, the urge to learn and understand sexuality is part of psychosexual development that emerges naturally from childhood. Therefore, this need should not be ignored, but rather should be guided through appropriate education and guidance so that it develops healthily according to the child's developmental stage.

From a child's perspective

Sexuality cannot be understood as something that is perfectly formed from birth or simply a gift that is ready to be realized without a learning process[14]. As stated, sexuality is also an aspect of human development that requires continuous guidance, mentoring, and education from parents and educators. Therefore, a comprehensive understanding of the meaning, function, and purpose of sexuality does not develop automatically but needs to be developed through education appropriate to the individual's developmental stage. Sexuality education plays a role in providing the correct knowledge, values, and attitudes so that children are able to understand, appreciate, and develop their sexuality in a healthy manner, in accordance with the characteristics of biological, psychological, and social development at each stage of life.

Besides being understood as part of human development, sexuality is also a dimension inherent in every individual[15]. Therefore, every child has the right to acquire knowledge and education about sexuality as part of fulfilling their right to development and education that meets their needs. Children should not be prevented from understanding various aspects of sexuality; instead, they should be provided with information that is accurate, proportionate, and tailored to their age and developmental stage. Therefore, the provision of sexuality education can be seen as a form of respect for children's right to optimal development, enabling them to understand, accept, and integrate aspects of sexuality as a healthy part of their personality development.

From an Environmental perspective

A child's development is constantly influenced by the environment in which they grow and interact. In the context of sexual development, the environment plays a significant role in shaping a child's knowledge, attitudes, and behavior. This environment encompasses not only family and those closest to them, but also schools, peer groups, mass media, developments in information technology, culture, lifestyles, and the values that develop in an increasingly diverse society[16]. These various factors collectively contribute to how children understand and interpret sexuality based on their social experiences.

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[14] Ikhtiar Angenanoi Zebua and B. Primandini Yunanda Harumi, "Media Pembelajaran Pendidikan Seksual Pada Siswa Sekolah Dasar Di Indonesia: Tinjauan Literatur," *Buletin Psikologi* 32, no. 2 (December 2024): 249—268, https://doi.org/10.22146/buletinpsikologi.92835.

[15] Zebua and Harumi, "Media Pembelajaran Pendidikan Seksual Pada Siswa Sekolah Dasar Di Indonesia."

[16] Ayu Arba Zaman, Euis Sunarti, and Diah Krisnatuti, "Adolescents' Sexuality: The Role of Parent and Microsystem Education of Sexuality," *Indigenous: Jurnal Ilmiah Psikologi* 9, no. 2 (July 2024): 150–69, https://doi.org/10.23917/indigenous.v9i2.4350.

The environment has a diverse influence on a child's development, both in the form of supportive experiences and exposures that have the potential to cause negative impacts. In the context of sexual development, children can face various risks, such as exposure to age-inappropriate information, social pressure, exploitation, and acts of violence or sexual harassment perpetrated by individuals who exploit a child's vulnerability for personal gain. These conditions demonstrate that the environment is not always a safe place for a child's development without adequate supervision and protection.

Therefore, sexuality education is a crucial aspect to be provided from an early age as a form of protection and empowerment for children and adolescents. Through comprehensive, developmentally appropriate sexuality education, children are expected to develop the knowledge, attitudes, and skills to recognize risky situations, maintain their safety, reject threatening behavior, and make responsible decisions. This knowledge will also help them adapt healthily to the various dynamics of social life within their families, schools, and communities.

Sexuality Education Orientation

Every sexuality education program has objectives that serve as a direction and foundation for the educational process. These objectives serve as a reference for determining the material, methods, and expected outcomes of sexuality education. Therefore, a discussion of the objectives of sexuality education not only explains the desired goals but also provides an understanding of the nature and essence of sexuality education itself as part of the process of developing healthy knowledge, attitudes, and behaviors appropriate to an individual's developmental stage.

Various experts have put forward definitions of sexuality education and its intended goals. One widely cited perspective is presented by Amir[17], who explain that sexuality education is directed at three main goals. First, helping children gain a complete and comprehensive understanding of sexuality. Second, guiding children to accept sexuality as an inherent part of their human existence and to live it responsibly. Third, equipping children with the knowledge and skills to protect themselves from various negative influences and risks emanating from their environment. These three aspects are the fundamental goals of sexuality education and serve as the foundation that should be realized in every aspect of sexuality education implementation.

Forming a holistic understanding of sexuality

One of the main goals of sexuality education is to develop a comprehensive understanding of sexuality in children. This understanding encompasses not only cognitive aspects but also religious, psychological, sociological, personal, and social dimensions that are interconnected in human life[18]. A comprehensive approach does not mean providing children with all information about sexuality without considering their age and developmental level. Instead, sexuality education is aimed at helping children understand their own bodies, development, and sexual characteristics, while simultaneously respecting the sexuality of others. With this understanding, children are expected to be able to recognize and respond appropriately to sexual behaviors and develop mutual respect for themselves and others.

A comprehensive understanding of sexuality is not limited to mastering information or cognitive aspects alone, but also encompasses the development of individuals as whole individuals in personal and social life. Therefore, sexuality education is aimed at enabling children to understand themselves and build healthy relationships with those around them, such

[17] Azhaari Aziizah Amir, Rahmadhani Fitri, and Zulyusri Zulyusri, "Persepsi Mengenai Pendidikan Seksual Pada Remaja: A Literature Review," *Khazanah Pendidikan* 16, no. 2 (September 2022): 111–16, https://doi.org/10.30595/jkp.v16i2.14103.

[18] Fitri Noviani et al., "Pendidikan Seks Remaja Muslim: Peran Media Sosial Di Era Globalisasi," *The Indonesian Journal of Social Studies* 6, no. 1 (July 2023): 146–64, https://doi.org/10.26740/ijss.v6n1.p146-164.

as parents, siblings, peers, and other community members[19]. While knowledge is an important foundation in the learning process, knowledge alone is not sufficient to shape responsible behavior. Therefore, sexuality education needs to be implemented comprehensively by integrating knowledge development, attitude formation, internalization of values, and behavioral skills appropriate to the child's developmental stage so that they can live a healthy, responsible sexual life, and respect themselves and others.

Implementation of Sexual Education

The previous discussion indirectly identified the parties responsible for implementing sexuality education. This section explains the roles of those implementing sexuality education more systematically. Generally, families and educational institutions are the two primary environments contributing to the sexuality education process, so parents and teachers are seen as the actors with the most strategic roles in its implementation.

Various studies confirm that while institutions, organizations, and other community elements can participate in providing sexuality education, the involvement of parents and teachers remains the most crucial factor. Parents act as the primary educators, shaping children's values, attitudes, and habits from an early age, while teachers continue this process through the formal educational environment. The intensity of children's interactions with these two parties makes parents and teachers highly influential in developing healthy and responsible sexual knowledge, attitudes, and behaviors appropriate to the child's developmental stage.

Parents are primarily responsible for providing sexuality education to children, as the family is the primary environment where children are born, raised, and undergo early socialization. In this context, the family serves as an educational foundation, introducing various life values, including an understanding of sexuality from an early age[20]. As part of children's right to receive an education appropriate to their developmental stage, sexuality education should be a responsibility fulfilled by parents through appropriate parenting and communication.

Despite this, in practice, some parents still consider sexuality education to be an essential need for children. This view is generally based on the experiences of previous generations who grew up without formal sexuality education, yet were able to live their lives as they should[21]. However, today's society has undergone significant changes. Developments in information technology, digital media, changing patterns of social interaction, and increasingly open access to various information about sexuality present far more complex challenges than in the past. This situation demands more active parental involvement in guiding children to understand and respond to sexuality issues in a healthy and responsible manner.

The low level of parental involvement in providing sexuality education is also linked to limited knowledge, communication skills, and preparedness to discuss issues related to sexuality. Furthermore, the persistent perception that sexuality is a taboo topic or inappropriate to discuss with children often hinders the educational process within the family. This situation indicates that some parents still need literacy strengthening and guidance to develop a more positive understanding and attitude toward sexuality education, enabling them to fulfill their role as their children's first and primary educators.

Educators and Educational Institutions

In addition to families, schools also have an important responsibility in providing sexuality education for students. Teachers, as educators in the school environment, play a role in providing scientific, systematic, and developmentally appropriate knowledge regarding

[19] Zebua and Harumi, "Media Pembelajaran Pendidikan Seksual Pada Siswa Sekolah Dasar Di Indonesia."

[20] Mutiara Magta and Sinta Dewi Ni Putu, "Strategi Orang Tua Dalam Memberikan Pendidikan Seksual Pada Anak di Rumah," *Jurnal Pendidikan Anak Usia Dini Undiksha* 10, no. 2 (December 2022): 265–73, https://doi.org/10.23887/paud.v10i2.50252.

[21] Magta and Putu, "Strategi Orang Tua Dalam Memberikan Pendidikan Seksual Pada Anak di Rumah."

various aspects of sexuality. Through the learning process, schools can complement the education provided in the family environment by providing accurate information and guiding students toward healthy understanding, attitudes, and behaviors. Therefore, the role of schools is not limited to delivering material but also encompasses character building and strengthening values that support optimal student development.

School involvement in sexuality education is based on the principle of subsidiarity. This principle emphasizes that the primary responsibility for education remains with the family, so institutions with broader authority should not take over tasks that can still be performed by those closer to the child. Conversely, if the family experiences limitations or is unable to optimally carry out these functions, the school is obliged to provide support and guidance according to the student's needs. Thus, the school's role is complementary, strengthening and complementing the educational function already taking place within the family environment, not replacing it[22].

Interconnection between parents and educational institutions

The previous discussion has shown that families and schools are two institutions that play a crucial role in providing sexuality education for children. The family, through parents, bears primary responsibility as it is the first environment where children acquire education, values, and life skills. Meanwhile, schools fulfill a complementary function by providing support to the education initiated within the family. Therefore, it is important to understand the limits of each institution's authority so that the implementation of sexuality education can proceed synergistically without diminishing the primary responsibility of parents.

From the perspective of behavioral scientists, sexuality education is seen as a shared responsibility between families and schools, although the role of parents remains a top priority[23]. Schools have the capacity to convey scientific, systematic, and technical knowledge about sexuality, while families are responsible for building the foundation for sexuality education through informal educational processes that occur in everyday life[24]. This division of roles suggests that sexuality education will be more effective when these two educational environments complement each other.

Collaboration between parents and teachers is a crucial prerequisite for achieving comprehensive sexuality education. Parents play a crucial role in instilling healthy values, attitudes, and perspectives on sexuality through interaction, communication, and role modeling within the family. Instilling these values is crucial because it forms the foundation for children to understand sexuality correctly and responsibly[25]. Therefore, sexuality education should not be understood simply as conveying information about reproductive organs or biological processes, but rather as a process of character formation, attitudes, and values that will guide children's future behavior.

The implementation of sexuality education within the family environment can be realized through various forms of role modelling demonstrated by parents in their daily lives. A husband-wife relationship based on mutual respect, affection, open communication, and

[22] Fitri Azwira et al., "Pengaruh Program Pendidikan Terhadap Kemampuan Sosial Emosional Anak," *Journal of Early Childhood and Character Education* 4, no. 1 (July 2024): 51–66, https://doi.org/10.21580/joecce.v4i1.21494.

[23] Sri Wahyuningsih, "Exploring Parental Engagement In Child Sexual Abuse: The Mothers Experiences To Take Care In Indonesian Families," *Musãwa Jurnal Studi Gender Dan Islam* 24, no. 1 (February 2025): 1–21, https://doi.org/10.14421/musawa.2025.241.1-21.

[24] Wenjing Zhang and Yuzhi Yuan, "Knowledge, Attitudes, and Practices of Parents toward Sexuality Education for Primary School Children in China," *Frontiers in Psychology* 14 (February 2023), https://doi.org/10.3389/fpsyg.2023.1096516.

[25] Irens Sadin, Pepi Nuroniah, and Deri Hendriawan, "Parent-School Partnership Dalam Pendidikan Seks Anak Usia Dini: Upaya Penguatan Keterlibatan Orang Tua," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 10, no. 3 (May 2026): 1721–34, https://doi.org/10.31004/obsesi.v10i3.8426.

harmonious cooperation provides children with meaningful learning experiences about healthy interpersonal relationships. Through observing these interactions, children gain an understanding that relationships between men and women are built on love, respect, responsibility, and commitment. Thus, sexuality education occurs naturally through lived experiences within the family, not solely through verbal explanations.

On the other hand, schools have a responsibility to complement the education provided by families through formal, science-based learning. Teachers play a role in conveying information about sexuality objectively, accurately, and appropriately to students' developmental levels, taking into account biological, psychological, social, moral, and religious aspects[26]. The delivery of material also needs to be linked to the context of students' developmental lives, so that it is not only oriented towards factual knowledge but also helps them understand the meaning of sexuality in the overall journey of human life.

For example, when explaining menstruation to elementary school students, teachers should not simply explain the biological processes involved but also relate them to the changes experienced during adolescence, reproductive health, emotional readiness, interpersonal relationships, family life, and the moral values that accompany them. This approach allows students to gain a more comprehensive understanding of sexuality as part of human development. In this way, schools serve to provide scientific knowledge that can support students' readiness to face various stages of life, while the family remains the primary foundation for the formation of values and character related to sexuality.

Application of Freud's Theory of Sexuality in Sexuality Education

After outlining the main concepts in Sigmund Freud's theory of sexuality, the next discussion focuses on its theoretical implications for sexuality education. This section aims to explain how Freud's ideas can serve as a conceptual foundation for implementing sexuality education for children and adolescents. Thus, Freud's psychosexual theory is understood not only as a framework for explaining human development but also as a perspective that can contribute to the formulation of sexuality education appropriate to the individual's developmental stage.

In this discussion, the primary focus is not on developing a learning method, implementation model, or operational sexuality education curriculum for parents and teachers. Similarly, the discussion is not intended to detail the mechanisms of collaboration between families and schools in implementing sexuality education. Rather, this study is more directed at developing a conceptual framework that outlines the basic principles of sexuality education based on Freud's psychoanalytic perspective. This framework is expected to serve as a theoretical foundation that can be further developed according to the needs, characteristics of students, and different educational contexts.

As a basis for developing this framework, the discussion uses Freud's stages of psychosexual development, beginning from infancy through puberty. Each developmental phase is matched to the child's age range, making it easier to understand in an educational context. Through this approach, each developmental stage can identify the characteristics, needs, and forms of sexuality education appropriate to the child's maturity level. Thus, the material and form of support provided can be tailored to the developmental tasks at each phase, ensuring that the sexuality education process is gradual, systematic, and aligned with the child's psychological development.

Age 0-1 Years

[26] Yeo Kee-Jiar and Lee Shih-Hui, "A Systematic Review of Parental Attitude and Preferences towards Implementation of Sexuality Education," *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 4 (December 2020): 971–78, https://doi.org/10.11591/ijere.v9i4.20877.

According to Sigmund Freud's theory of psychosexual development, infancy is in the oral stage, the first phase of human psychosexual development. At this stage, the infant's primary source of satisfaction centers on activities involving the mouth, so that various biological needs, such as breastfeeding, sucking, and receiving food, become the primary means of achieving comfort and satisfaction[27]. When a baby feels hungry, tension or discomfort arises, which then subsides after these needs are met through breastfeeding or food. This process of fulfilling needs produces pleasurable experiences and forms the basis for the formation of a sense of security in the infant.

This situation indicates that babies have a very high level of dependence on their caregivers, especially their mothers, because at this stage babies are not yet able to meet their physical needs independently. Therefore, the mother's presence and responsiveness play a crucial role in ensuring the baby's basic needs are met while supporting their psychological growth and development. Warm and consistent interactions between mother and baby not only meet physiological needs but also lay the foundation for the formation of healthy emotional relationships in later developmental stages.

Freud explained that various activities involving the mouth during infancy serve not only to fulfill biological needs but also as a source of satisfaction related to libido. This is evident in the tendency of infants to find comfort through various oral activities, even though they are not always related to breastfeeding. For example, the habit of sucking the thumb or putting objects in the mouth often provides a sense of calm and pleasure for infants. This phenomenon indicates that during the oral stage, the mouth functions as a primary erogenous zone, serving as a center for pleasurable experiences and playing a crucial role in an individual's psychosexual development in early life[28].

According to Freud's psychosexual theory, mothers play a central role in sexuality education during infancy, fulfilling the child's physical and emotional needs through oral feeding. At this stage, sexuality education focuses not on introducing the reproductive organs, but rather on meeting oral needs appropriately to ensure optimal development and avoid fixation[29]. The weaning process also needs to be gradual, encompassing cessation of breastfeeding, the introduction of solid foods, and reduced dependence on the mother. Weaning too early or too late can have psychological consequences that affect the child's personality development later in life.

Ages 2-5 Years

According to Freud's theory of psychosexual development, childhood between the ages of 2 and 5 years comprises two stages: the anal phase (2–3 years) and the phallic phase (3–5 years). During the anal phase, the source of pleasure shifts from the mouth to the anus, making toileting a crucial part of a child's development. Parents' attitudes toward hygiene and toilet training significantly influence personality development. An overly harsh approach can foster stubbornness, shame, or resistance to rules, while a warm and nurturing parenting style helps children develop independence and self-control. Failure to progress through this phase can potentially lead to fixations that impact later psychological development[30].

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[27] Denis Mellier, "The Psychic Envelopes in Psychoanalytic Theories of Infancy," *Frontiers in Psychology* 5 (July 2014), https://doi.org/10.3389/fpsyg.2014.00734.

[28] Gerhard Dahl, "Revisiting the Crisis in Freud's Libido Theory and Abraham's Concept of the Oral-sadistic Phase as a Way out of It," *The International Journal of Psychoanalysis* 97, no. 5 (October 2016): 1263–78, https://doi.org/10.1111/1745-8315.12517.

[29] Paola Marion, "Infantile Sexuality and Freud's Legacy," *The International Journal of Psychoanalysis* 97, no. 3 (June 2016): 641–64, https://doi.org/10.1111/1745-8315.12319.

[30] Devega, *Analisis Pola Asuh Orang Tua Terhadap Toilet Training Anak Usia 4 Tahun*, 4, no. 1 (2022): 259, https://doi.org/https://doi.org/10.35473/ijec.v4i1.1213.

Entering the phallic phase, children begin to realize their gender identity, recognize the differences between males and females, and develop broader social relationships. At this stage, sexuality education is aimed at helping children accept and appreciate their gender, thus developing a positive self-identity. Introduction to the body is conducted in a natural manner, accompanied by the instilling of respect for oneself and others[31].

Freud also explained that during the phallic phase, a child tends to develop an emotional attachment to the opposite-sex parent, known as the Oedipus complex. This conflict is gradually resolved through identification with the same-sex parent. Therefore, a harmonious relationship between father, mother, and child is a crucial factor in the formation of gender identity, healthy personality development, and emotional maturity in later stages of development[32].

Ages 6-12 Years

According to Freud's psychosexual theory, children aged 6–12 years are in the latent phase, a period when sexual urges relatively subside and children's energy is directed more toward intellectual, social, and moral development, as well as skill development through school education. At this stage, children's curiosity about various things increases, making sexuality education a shared responsibility between the family and the school. Parents and teachers need to provide age-appropriate information, guide children in dealing with environmental influences, and create a positive environment through role models, harmonious relationships, and a loving atmosphere. Furthermore, sexuality education needs to be accompanied by the instillation of discipline, behavioral boundaries, and moral values in a consistent yet warm manner[33]. This approach helps children develop a balanced personality, the ability to control their urges and emotions, and prepare them to face the various developmental challenges of adolescence and adulthood[34].

Age 12-21 Years

Puberty, or adolescence, is a transitional stage toward adulthood, known in Freud's psychosexual theory as the genital phase. During this phase, sexual drives develop more maturely and are no longer self-centered, but begin to be directed toward others as objects of affection and love. This change marks the development of adolescents' ability to build interpersonal relationships, although it is often accompanied by confusion, anxiety, and conflict due to differences in values between family, peers, and society[35].

In the context of sexuality education, parents and teachers play a crucial role in helping adolescents understand the biological, psychological, and social changes they experience. This guidance aims to shape a healthy sexual identity, help adolescents manage sexual urges responsibly, and develop emotional maturity in relationships with the opposite sex. Sexuality

[31] Wiwik Pratiwi, "Konsep Bermain Pada Anak Usia Dini," *TADBIR: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2017): 2, https://www.journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/395.

[32] Sanghag Kim, Lea J. Boldt, and Grazyna Kochanska, "From Parent–Child Mutuality to Security to Socialization Outcomes: Developmental Cascade toward Positive Adaptation in Preadolescence," *Attachment & Human Development* 17, no. 5 (September 2015): 472–91, https://doi.org/10.1080/14616734.2015.1072832.

[33] Airin Mutiarasari, Aan Listiana, and Yeni Rachmawati, "Strategi Dan Tantangan Keterlibatan Ayah Dalam Pengasuhan Anak Usia Dini Di Era Digital," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 8, no. 6 (December 2024): 1874–86, https://doi.org/10.31004/obsesi.v8i6.6463.

[34] Syifa Yasmina Mumtaz and Desy Chrisnatalia, "Hubungan Pola Asuh Ayah Dan Kemampuan Regulasi Diri Anak 4-6 Tahun," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 10, no. 2 (March 2026): 776–83, https://doi.org/10.31004/obsesi.v10i2.8053.

[35] Akbar Alwi, "Gambaran Perilaku Seksual Remaja Di Indonesia: Literatur Review," *Healthy Tadulako Journal (Jurnal Kesehatan Tadulako)* 9, no. 1 (March 2023): 94–99, https://doi.org/10.22487/htj.v9i1.660.

education also needs to provide an understanding of self-control, respect for social and religious norms, and the consequences of risky sexual behavior[36].

Furthermore, a caring family and school environment, open communication, and role models from parents and teachers are crucial factors in supporting adolescent development. A positive environment can help adolescents navigate changes without resorting to behavior that harms themselves or others.

As adulthood approaches, sexuality education also aims to provide an understanding of the meaning of sexuality and marriage. Sexuality is understood not merely as fulfilling biological needs, but as part of building relationships based on responsibility, commitment, mutual respect, and affection. Meanwhile, marriage is understood as a bond with both personal and social dimensions, namely building a harmonious family, fulfilling reproductive and educational functions, and contributing to community life. Therefore, sexuality education during adolescence is expected to prepare individuals to enter adulthood with maturity, responsibility, and moral values.

CONCLUSIONS

Sexuality education for children is an essential part of the educational process and cannot be understood simply as providing information about reproductive organs or biological aspects. This education should be viewed as an effort to gradually shape children's knowledge, values, attitudes, and character according to their developmental stage. In this context, the family plays a primary role as it is the primary environment where children receive education, role models, a sense of security, and are accustomed to basic values related to sexuality. Through warm relationships, open communication, and positive parental examples, children can learn to respect themselves, understand their body's boundaries, and recognize healthy relationships with others. Schools, meanwhile, play a role in reinforcing the education that begins at home through formal learning that is scientific, directed, and developmentally appropriate. From Freud's perspective, each phase of development requires a different educational approach, from meeting basic needs in infancy, through familiarization and recognition of self-identity in childhood, to more intensive support during adolescence so that children can understand the biological, emotional, and social changes they experience. Therefore, synergy between parents and teachers is the main key to the success of comprehensive sexuality education, so that children grow with a healthy identity, self-control skills, and readiness to face adolescence and adult life.

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