

Assessing Sexuality Knowledge and Understanding Among Primary School Students in Seremban, Tampin and Rembau, Negeri Sembilan, Malaysia: A Need Analysis Study

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ABSTRAK: Pendidikan seksual merupakan komponen penting dalam pembangunan insan secara holistik, merangkumi dimensi biologi, psikologi, sosial, dan moral. Artikel ini membentangkan sebahagian daripada dapatan kajian bertajuk "Pembangunan Modul Pendidikan Seksualiti untuk Kanak-Kanak di Negeri Sembilan. Kajian ini menggunakan pendekatan Penyelidikan Reka Bentuk dan Pembangunan (Design and Development Research) model ADDIE. Fokus utama artikel ini adalah pada fasa analisis keperluan. Data dikumpulkan melalui tinjauan yang melibatkan 81 orang murid berusia 12 tahun dari tiga daerah di Negeri Sembilan—Seremban, Tampin, dan Rembau—serta temu bual separa berstruktur bersama guru disiplin dan kaunselor sekolah. Tinjauan menilai tahap pengetahuan pelajar terhadap kesihatan reproduktif, akil baligh, dan sumber maklumat, manakala temu bual meneliti isu disiplin serta pandangan pendidik. Dapatan menunjukkan bahawa ibu merupakan sumber utama maklumat berkaitan seksualiti, diikuti oleh guru dan platform digital. Walaupun pelajar menunjukkan kefahaman asas mengenai anatomi reproduktif dan nilai moral Islam, terdapat jurang ketara dalam pemahaman proses fisiologi dan akil baligh, khususnya berkaitan ovulasi dan haid. Pendedahan kepada kandungan dalam talian yang tidak sesuai dan salah laku sesama rakan sebaya turut dikenal pasti sebagai isu utama oleh pihak pendidik. Hasil kajian ini menekankan keperluan mendesak untuk membangunkan modul pendidikan seksualiti yang tersusun dan peka terhadap nilai budaya dan agama tempatan. Modul ini dicadangkan agar mengandungi kandungan digital interaktif, mengukuhkan nilai-nilai Islam, serta melibatkan ibu bapa dan guru secara aktif. Kajian ini menyediakan asas penting dalam reka bentuk modul komprehensif yang disesuaikan dengan keperluan murid sekolah rendah di Malaysia untuk menyokong perkembangan seksual yang sihat dan bertanggungjawab.

Kata kunci: seksualiti-pendidikan-Islam-DDR-ADDIE

ABSTRACT: Sexuality education is a vital component of holistic human development, integrating biological, psychological, social, and moral dimensions. This article presents a segment of the findings from a research project titled "Development of a Sexuality Education Module for Children in Negeri Sembilan. Employing a Design and Development Research (DDR) approach through the ADDIE instructional model, this paper focuses on the need analysis phase. Data were collected through surveys involving 81 twelve-year-old students from three districts in Negeri Sembilan—Seremban, Tampin, and Rembau—and semi-structured interviews with school discipline teachers and guidance counselors. The survey examined students' existing knowledge of reproductive health, puberty, and sources of information, while interviews explored disciplinary concerns and educator perspectives. Findings indicate that mothers are the primary source of sexuality-related information, followed by teachers and digital platforms. While students showed basic awareness of reproductive anatomy and Islamic moral values, notable gaps were found in understanding physiological processes and puberty, particularly regarding ovulation and menstruation. Exposure to inappropriate online content and peer-related misconduct were identified as key concerns by educators. The results underscore the urgent need for a structured, culturally sensitive sexuality education module. It is recommended that the module incorporate

interactive digital content, reinforce Islamic values, and actively engage parents and teachers. This study establishes a foundation for designing a comprehensive module tailored to the needs of Malaysian primary school students to promote informed and responsible sexual development.

Keywords: *sexuality-education-Islam-DDR-ADDIE.*

1. INTRODUCTION

Sexuality education has long been recognized as a crucial aspect of holistic human development, encompassing not only biological understanding but also psychological, social, cultural, and moral dimensions. From the Islamic perspective, Abdullah Nasih Ulwan (2007) defines sexuality education as the process of teaching, raising awareness, and engaging in open communication with children on matters concerning sex, desire, and marriage. This definition underscores the importance of early and honest engagement with children to guide their understanding in alignment with moral and religious values. From a Western viewpoint, sexuality education is understood as an educational experience designed to develop adolescents' capacity to comprehend issues related to sexuality in the contexts of biology, psychology, sociocultural dynamics, and reproductive health. It aims to equip young people with the necessary skills to make informed, responsible decisions concerning sexual behavior and reproductive well-being (UNESCO, 2018).

Within the Malaysian context, formal sexuality education was introduced in secondary schools in 1989 and later extended to primary schools in 1994 under the Reproductive and Social Health Education (PEERS) program (Azizah Jaafar & Chan Siew Lee, 2009). The implementation is primarily integrated within the Physical and Health Education curriculum and is further incorporated across other subjects such as Islamic and Moral Education, Bahasa Malaysia, and Science. Despite the formal introduction of sexuality education in Malaysian schools through the Reproductive and Social Health Education (PEERS) program, evidence suggests that the current approach remains fragmented, inconsistent, and largely ineffective in addressing the complex realities faced by today's youth (Siti Suhaila Ihwani et al., 2018).

The growing number of sexual crimes involving children raises serious concerns regarding the adequacy and effectiveness of existing educational interventions. Data from the Royal Malaysia Police indicate a troubling upward trend, with children constituting the majority of sexual crime victims in recent years. In 2021, out of 4,031 reported sexual offences, 2,234 cases involved children, while in the first four months of 2022 alone, 677 out of 1,201 reported cases similarly involved minors (Berita Harian, 2020). Beyond criminal statistics, the pervasiveness of digital technology and the internet further compounds the problem. Children today are increasingly exposed to inappropriate and harmful content online, including pornography, which may contribute to high-risk behaviors such as premarital sex and unplanned teenage pregnancies. According to the Malaysian Communications and Multimedia Commission (SKMM, 2020), 47 percent of children aged 5 to 17 use the internet daily, making them highly vulnerable to online exploitation and misinformation regarding sexuality.

These realities highlight a critical gap in the existing sexuality education framework. The current curriculum, which is dispersed across various subjects and lacks coherence, fails to provide students with a clear, values-based understanding of sexuality. Furthermore, the absence of a culturally and religiously contextualized module leaves many students without guidance that resonates with their lived experiences and belief systems. Therefore, this paper argues for the development of an integrative and comprehensive sexuality education module that is grounded in Islamic teachings

and aligned with Malaysian cultural values. As part of a larger initiative to develop an evidence-informed sexuality education module, this study employs a Design and Development Research (DDR) methodology using the ADDIE model. The current paper focuses on the need analysis phase, with the goal of diagnosing learners' current knowledge levels to guide content development.

2. METHOD

The development of this sexuality education module adopts a Design and Development Research (DDR) approach, operationalized through the ADDIE instructional design model. The ADDIE model, an acronym for Analysis, Design, Development, Implementation, and Evaluation provides a structured framework for the systematic creation of instructional materials. This paper focuses specifically on the need analysis phase, which serves as the foundational stage in identifying pertinent issues and determining the critical content elements required for inclusion in the proposed module.

The need analysis aims to explore and diagnose existing challenges and gaps in knowledge related to sexuality education among children in Negeri Sembilan. This phase includes both an evaluation of students' current understanding of sexuality-related issues and an examination of prevalent sexual health concerns reported in schools. To obtain comprehensive data, two methods were employed: (i) a survey distributed to primary school students in Negeri Sembilan, and (ii) semi-structured interviews with school discipline teachers and guidance counselors.

The survey was designed to examine the essential elements required for the development of the sexuality education module. One of its key objectives was to assess the knowledge levels of primary school students in Negeri Sembilan regarding Reproductive and Social Health Education (Pendidikan Kesihatan Reproduksi dan Sosial, or PEERS). This includes knowledge acquired through formal school-based instruction as well as informal sources such as parents, siblings, websites, and other media platforms. The questionnaire used in this study was adapted from the instrument developed by Shih-Hui Lee and Kee-Jiar Yeo, as reported in the article "Sexual and Reproductive Health Knowledge Among Primary School Students in Malaysia." However, the original instrument was modified to include additional items that address Islamic perspectives on sexuality education, thereby contextualizing the tool to better reflect local cultural and religious sensitivities.

A total of 81 twelve-year-old students from three districts (Seremban, Tampin, and Rembau) participated in the survey. Of these, 38 were male and 43 were female. In the Seremban district, respondents included 6 students from Hijrah Tahfiz School Nilai and 21 students from Sekolah Rendah Islam Seremban, Nilai branch. In the Tampin district, the respondents comprised 18 students from SK Sungai Gedok and 8 students from SK Sungai Jernih. Meanwhile, in the Rembau district, 28 students from SK Kundor participated in the study.

A summary of the respondents' demographic profile is presented as follows:

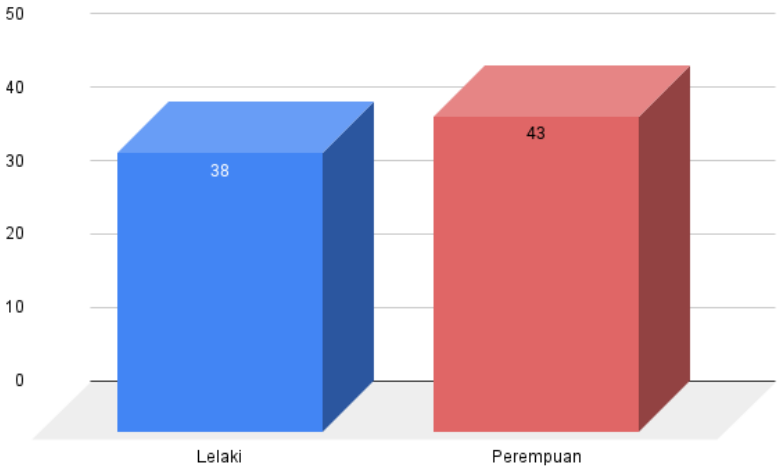


Diagram 1: Gender Distribution of Respondents

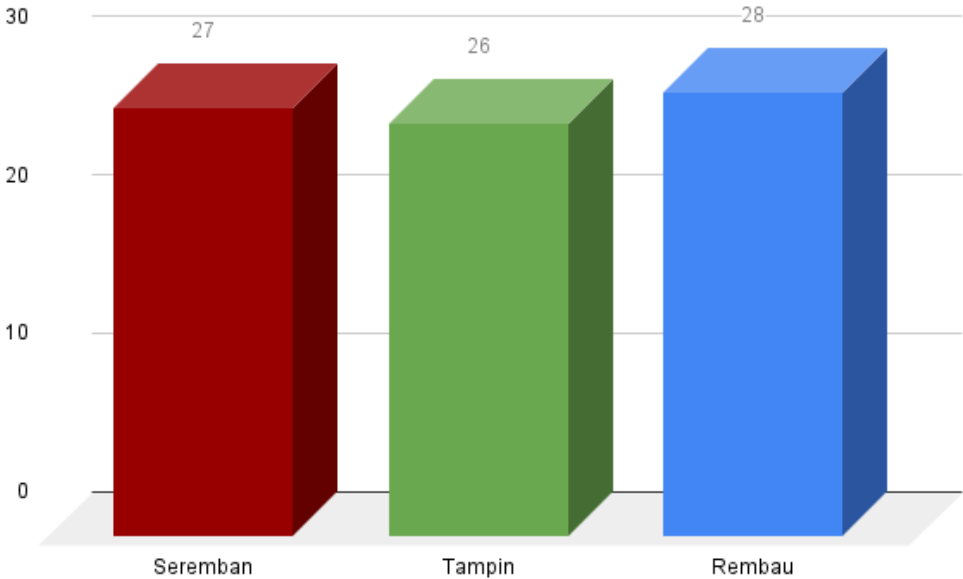


Diagram 2: District Distribution of Respondents

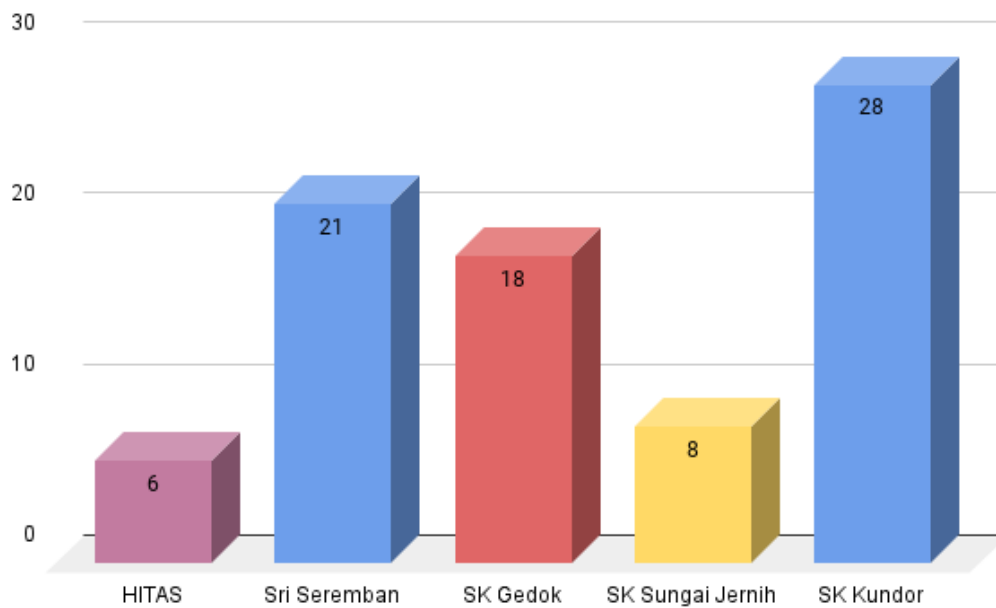
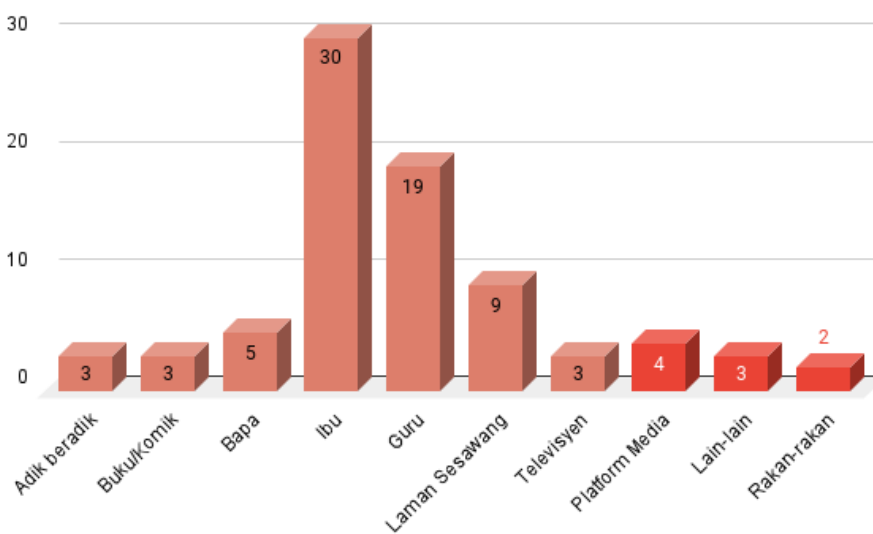


Diagram 3: School Distribution of Respondents

3. RESULT AND DISCUSSION

The survey findings indicate that the primary source of PEERS (Reproductive and Social Health Education) knowledge among respondents is their mothers, followed by teachers, websites, fathers, and media platforms. The detailed distribution is illustrated in the following diagram:



The quantitative data gathered through questionnaires from 81 students aged 12 years across three districts (Seremban, Tampin, and Rembau) highlight several key insights:

Sources of Knowledge: Mothers emerged as the predominant source of information regarding reproductive and social health, followed by teachers, internet sources, fathers, and social media platforms. This underscores the influential role of family, especially maternal figures, in shaping children's understanding of sexuality.

Knowledge Levels: Although students demonstrated adequate knowledge regarding basic reproductive anatomy and certain aspects of puberty, substantial deficiencies were evident. For example, only 11% correctly identified the development of the fetus occurring in the cervix, and just 16% recognized the ovarian cycle accurately. Understanding of puberty onset and signs was inconsistent, with only 15% correctly noting the typical age of menarche.

Religious and Social Values: Responses revealed strong adherence to Islamic teachings, particularly regarding gender identity and social etiquette. Students largely agreed that gender transition is forbidden in Islam and expressed awareness of Islamic prohibitions on interactions between genders without necessity. However, some misconceptions persisted, as seen in the relatively low percentage (26%) acknowledging the permissibility of cross-gender acting for entertainment purposes.

Digital Exposure and Risks: The data revealed exposure to inappropriate content, such as pornographic videos, as a disciplinary concern. Despite this, there was reasonable awareness among students of the dangers of pornography and the importance of parental monitoring during digital media use.

Insights from qualitative data collected through interviews with discipline teachers and school counselors reinforced these quantitative findings. Common disciplinary issues included inappropriate touching among peers and exposure to pornographic material. Both groups emphasized the necessity of including religious perspectives within the curriculum and advocated for interactive, engaging teaching methods such as short animated videos to enhance understanding and retention. Moreover, parental involvement was identified as crucial in supporting the effectiveness of sexuality education.

4. CONCLUSION

This study presents a comprehensive need analysis for the development of a sexuality education module targeting primary school students in Negeri Sembilan, employing the Development and Design Research (DDR) framework based on the ADDIE model. The findings from the needs analysis phase revealed critical insights into the current state of students' knowledge, sources of information, and disciplinary issues related to sexuality education within the school context. Based on the need analysis findings, the development of a sexuality education module is highly relevant and necessary to equip students with accurate knowledge, promote healthy behaviors, and foster a supportive learning environment that respects cultural and religious norms. Key considerations for module development include incorporating interactive multimedia resources such as animated videos, reinforcing parental and community engagement, and aligning content with Islamic teachings and moral values. In conclusion, this study establishes a foundational framework for the creation of a comprehensive sexuality

education module tailored to the unique socio-cultural context of Negeri Sembilan's primary school students. Its successful development and implementation will contribute significantly to improving reproductive and social health education, promoting well-being, and mitigating sexuality-related issues within the school community.

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