

Student Perceptions Regarding Sex Education in Efforts to Prevent Free Sexual Behavior at SMA Negeri 1 Jambi City in 2021

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Abstract

Information and communication technology that has become increasingly sophisticated makes information spread quickly without the boundaries of space and time. This is very dangerous for teenagers who are still confused about what they can and cannot do. The type of research design used is descriptive qualitative. The research subjects were 23 people, consisting of 21 students/I SMA Negeri 1 Jambi City, 1 teacher counseling guidance and 1 vice principal in the field of public relations. Data were obtained by means of Focus Group Discussion (FGD) and In-Depth Interview.

Students' perception of sex education is to explain problems related to how to interact with the opposite sex, reproductive organs, intimate relationships, and juvenile delinquency. Perceptions related to the threat of not getting sex education are that they can fall into promiscuity and free sex, get pregnant out of wedlock and can get reproductive diseases. Students' perceptions regarding the benefits of getting sex education are being able to distinguish between good and bad, and being able to avoid promiscuity. Schools provide support in efforts to prevent free sex for their students by way of socialization related to sex education by counseling guidance teachers assisted by other relevant agencies and institutions. The informant's perception of the perceived barriers in obtaining sex education is that many consider sex a taboo subject and a negative thing.

The activity of providing sex education at SMA Negeri 1 Jambi City is expected to be able to apply sex education as one of the materials taught to students at school. Although activities were hampered due to the pandemic, it is hoped that the school will continue to provide sex education materials in the form of online meetings or socialization from various media.

Keywords: Sex Education; Perception; Teenager.

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INTRODUCTION

The sophistication of information and communication technology has led to the rapid receipt of information without the limits of time and space. In addition to having a positive impact, this condition also brings negative impacts that can be harmful to the development of world society. Especially for people in developing countries like Indonesia, where people are very easy to imitate and follow any developments from developed countries. One of the negative impacts that have been felt and is important to be aware of is the proliferation of adult sites on the internet that are very easily accessed by teenage children¹.

According to the *World Health Organization* (WHO), the age range of 10-19 years is adolescence. According to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, adolescents are residents in the age range of 10-18 years and according to the Population and Family Planning Agency (BKKBN), the age range of adolescents is 10-24 years and not married². The identification of adolescence is indicated by

the transition process from childhood to adulthood. In this case, adolescents develop toward sexual maturity³.

Along with the maturity of the reproductive organs in adolescents, the desire for sexuality will also begin to emerge. This is very dangerous for adolescents who cannot control their lust. Some adolescents experience confusion in understanding what they can and cannot do⁴. Soetjningsih, 2009 in Faswita & Suarni (2018) state that the confusing knowledge experienced by adolescents can affect the health of sexual behavior⁵.

Based on data from the *World Health Organization* which conducted research in several developing countries, it shows that around 40% of adolescents aged 18 years have had sex even though there is no marriage bond³. The number of 10-19 year-olds in Indonesia according to the 2010 Population Census was 43.5 million or about 18% of the total population⁶. Soetningsih (2008) states that the majority of adolescents in Indonesia engage in premarital sexual behavior for the first time at the age of 15-18 years, namely the majority at the age of Senior High School (SMA) or other equivalent^{7,8}. Sexual acts of teenagers also occur in Jambi City including domestic violence (domestic violence), and sexual and sexual abuse of children. In 2018 this action victimized 23 people and 35 perpetrators who were still in high school⁹.

Perception is defined as a process of observing a person's environment using their senses so that they become aware of everything in their environment. Adolescents' perception of sex education is how they perceive (positively or negatively) related to sex based on the experience or knowledge they have previously gained¹³. Sex education is a means of introducing education about changes in human growth from a biological, psychological, and psychosocial perspective. Not only that sex education also refers to knowledge about the reproductive system by upholding good behavior, ethics, morals, and commitment to the religion adhered to so that there is no 'abuse' of the vital organs or reproductive system of oneself¹¹.

Senior High School Negeri 1 Jambi City is a favorite school that is not only good in the academic field but this school is also known for its non-academic achievements. Although Senior High School Negeri 1 Jambi City is a favorite school, sexual acts have occurred in this school, one of which is a student who experienced unwanted pregnancy (KTD). Based on the cases that have occurred, the purpose of this study is to explore details related to adolescents' perceptions of sex education in an effort to prevent sexual behavior at Senior High School Negeri 1 Jambi City in 2021. The general objective of this study is to determine student perceptions of sex education in an effort to prevent free sexual behavior at Senior High School Negeri 1 Jambi City in 2021.

METHODS

The type of research design used is descriptive qualitative which aims to describe qualitative information and at the same time clearly describe the problem under study. The research implementation took place at Senior High School Negeri 1 Jambi City. While the research time isz from December 2020 to December 2021. There are 2 informants used in this study, namely key informants and supporting informants. Informants were selected using the *purposive* sampling method. The total number of informants was 23 people, of which 21 grade XI students became key informants, and 2 more people as supporting informants (vice principal

and bk teacher). The data collection technique that researchers used for key informants were carried out by means of Focus Group Discussion (FGD).

RESEARCH RESULTS

1. Adolescents' Perception of Sex Education

Based on the FGDs with all key informants, there are many perceptions of sex education. First, informants said that sex education is an intimate relationship that should only be done by adults, as expressed:

"ee relationships, intimate relationships that should only be done by adults. .." (SQ)

"relationship between husband and wife" (MN)

Second, informants said that sex education is free sex that can cause disease if they do not know what they are doing.

"ehe, eemmm free sex can cause dangerous diseases if we don't know what we are doing" (SF).

The next informant stated that sex education is an introduction to the parts of the body that can and should not be held by other people:

".....dication knows the parts that should not be held by others" (NAP, WC, RP, NH)

"heehe like genitals, like that" (MI)

"efforts that can prevent the incidence of free sex" (RA)

"eee education of positive things to prevent ee especially teenagers from falling into free sex" (NH)

"Never ee from the news also ee about the prevention of free sexual behavior" (SK)

"... my teacher once taught me about the prevention of free sex...junior high school about the counseling of free sex that harms yourself and each other...." (DP)

Other informants also expressed the opinion that sex education is the provision of information on how to dress properly and how to interact with the opposite sex, as follows:

"the kind of small talk like holding hands, and then if for example you interact with the usual ones" (ZT).

"...the mother teaches how to wear a headscarf, wear loose clothes...." (RP)

There are also those who perceive that sex education is an explanation of juvenile delinquency, as quoted:

"...juvenile delinquency, like drugs" (MD)

"juvenile delinquency like free sex like that" (ED)

For more details on the informants' perceptions of sex education, see the following chart:

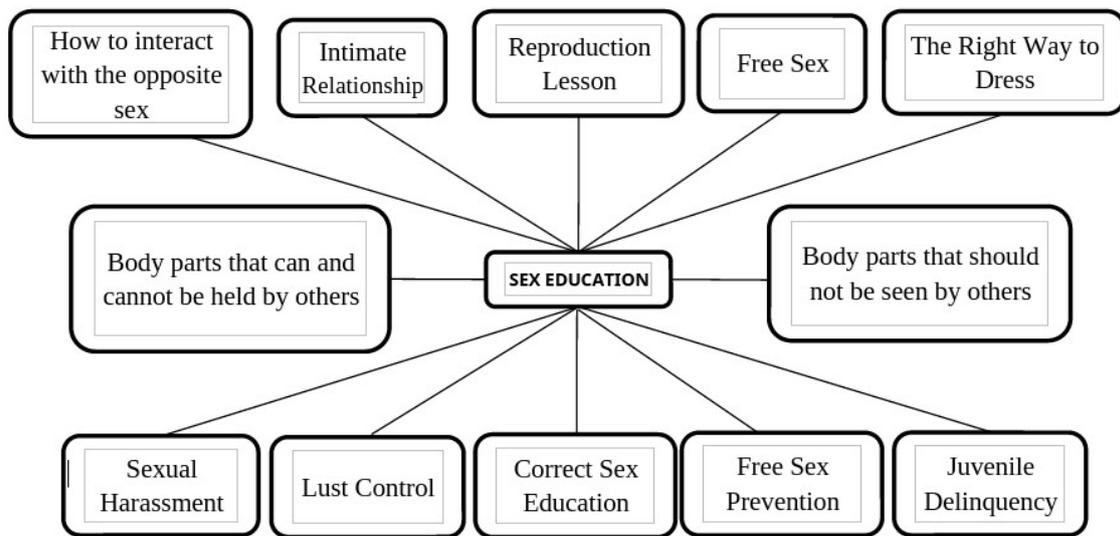


Figure 1. Perception of Sex Education

Based on the FGD results, most informants get information related to sex education from:

a. Social media.

Informants get information related to sex education from social media, as stated:

"ee at that time I saw it on social media" (NAP, ED, TR)

".... the bigger I get, the more I know from social media, from Instagram..." (SQ)

"from youtube ee" (MI)

"I saw it on social media....." (DP)

"see the impact on instagram" (AA)

b. Parents

Informants stated that they had received information about sex education from their parents, with the following quotes:

"ee in the past, it was my mom who said that this is not allowed..." (NAP)

"ee we were also told by our parents from home, starting from childhood" (SR)

"We were taught from home" (RA)

"..... mother taught me how to wear the jilbab and wear loose clothes..." (RP)

c. School.

Some informants also revealed that they had been given information about sex education at school, as quoted below:

"once in grade 6" (MN, SR,)

"At that time, the socialization was carried out by the junior high school teacher because there was material about it, so it was connected to that so it was socialized at the same time" (DP).

2. Adolescents' Perception of the Threat of Not Getting Sex Education

There are various threats/ consequences when adolescents do not receive this information. One informant said that teenagers who do not get sex education are at a loss, as said:

"hmm loss, maybe if we don't know about sex education, we also lose ourselves because we don't know, and then it's like that, it's definitely a loss if we don't learn about it" (RH).

In addition to loss, another threat/impact if adolescents do not get sex education is that it is easy for a teenager to get into the wrong association and lead to free sex because of ignorance about the risks. As stated:

"Can fall into free sex ee" (MN, SR, NAS, NH)

"It's easy to fall into it because you don't know the risks, so it's a loss to yourself. Especially women" (RP)

Other informants said that if they have fallen into free sexual behavior or unconsciously received harassment, it is likely that the person's future will be destroyed.

"mmm the future is like this, his future is ruined, it could be that after he has had free sex / harassed someone, who knows he is pregnant and then stops going to school or can't go to school anymore, so his future is unclear" (NAP).

The threat/consequence of a lack of information on sex education can also lead to disease due to individuals' ignorance of how to care for the health of their reproductive organs.

"It could be that the reproductive organs get diseases because they don't know how to maintain them" (SF).

"If we are more, we are more likely to get diseases, just like SF earlier. Because he doesn't know how to take care of it" (SQ)

The following chart is related to students' perceptions of threats if they do not get sex education:

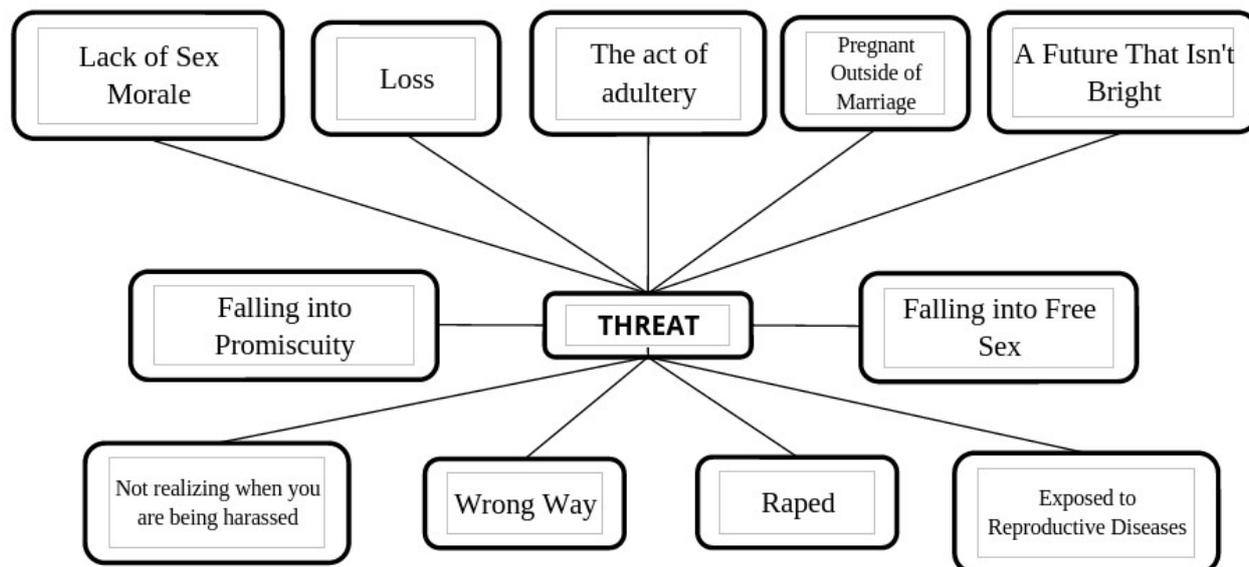


Figure 2. Perception of the Threat of not Getting Sex Education

3. Perception of the Benefits of Getting Sex Education

Informants said that the benefit of getting sex education is being able to distinguish between good and bad.

"I can distinguish between good and bad. So it's not just like that. So if we already know it's bad, we don't approach it like that..." (MN)

"avoid promiscuity" (RP, SA, WC))

In addition to being able to distinguish between good and bad, the next informant stated that the benefit of sex education is that it can increase self-insight, when we understand it we can protect those closest to us,

"Add insight into yourself," (SA, ED, TN)

"ee more to ee increase knowledge so that if for example there is a crime regarding sex, it can be overcome/prevented" (MI)

"ee yes we eh we so know to be no sis where which is right for us where which is good, her be positive" (MD)

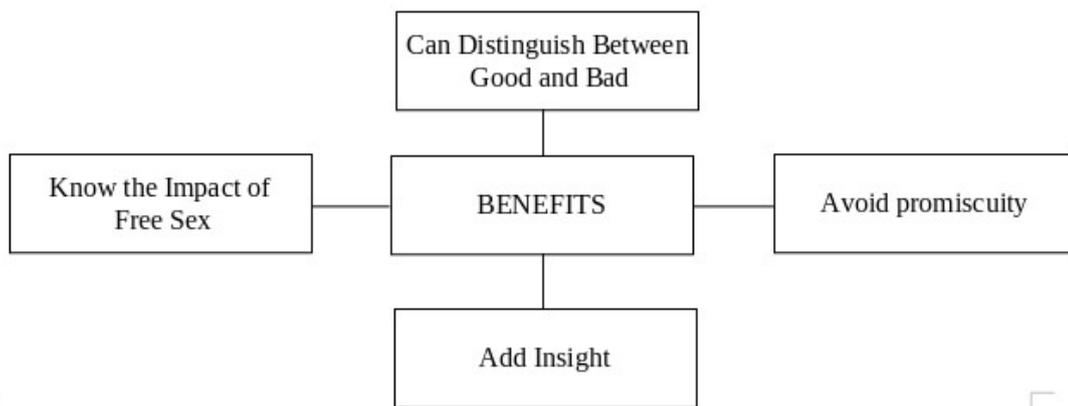


Figure 3. Perception of the Benefits of Getting Sex Education

Related to the FGDs and in-depth interviews that have been conducted, key informants and supporting informants stated that providing sex education to children and adolescents is very important.

"Yes, it is important, the goal is that if he knows, hopefully, it is expected from the school government or parents, if he knows, it means he will not do it because he knows the risks, but it goes back to his personality again if he does it means that he does not understand responsibility hahahaha" (SH).

4. School support in preventing promiscuous sexual behavior

Senior High School Negeri 1 Jambi City provides its support in the form of providing socialization about sex education to students by bk teachers, as stated:

".... for BK tu, there is indeed for this for socialization for this which is for social. That can be rushed there. Then what is the name for providing guidance, it is automatic because actually, we are adolescents, there is a transition from adolescence to adulthood, to adulthood, so the BK must provide thesis on sexual problems" (SH).

This is in line with the statement from one of the key informants:

"yes, as far as we know, BK mother uh sis. Sometimes in the morning there is a discussion about drugs, interspersed with sex education as well" (MI).

Senior High School Negeri 1 Jambi City has also established a Youth Information and Counseling Center (PIK-R) which was initially formed by the Sikok Foundation and was then supervised by the Putri Ayu Health Center.

"aah there is, it's from Putri Ayu Hospital too aa the PIK-R exists but previously it was from Sikok. But PIK-R is also still running because PIK-R is still this" (SH).

To optimize the provision of sexual education, the school also collaborates with other related institutions such as the Sikok Jambi Foundation, and the National Population and Family Planning Agency.

In accordance with what was conveyed by supporting informants:

"..... it is protected how the student does not get down but the study continues. That is the law, teachers have nothing to protect, but students have something to protect hahahah" (SH).

Supported by another informant's statement:

"Now the problem that arises is that the impact of free sex now wants to be interpreted, meaning that when there are cases caused by free sex, for example, pregnancy, there is even a circular from the ministry of female students who are pregnant, it does not necessarily have to be excluded from school." (TT)

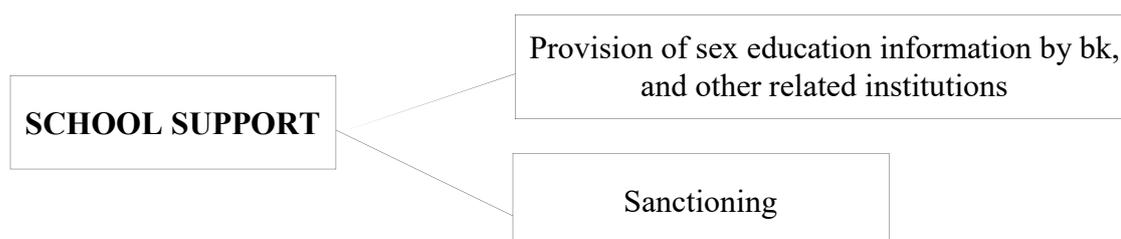


Figure 4. School support in preventing promiscuous sexual behavior

5. Barriers to sex education

One supporting informant revealed that not everyone can care about sex education. Because there are still many people who consider this taboo, as revealed:

"...the main problem is that not everyone eee cares about sex education, it is taboo" (TT).

This is in line with the opinion of the key informant who said that one of the obstacles in obtaining sex education is because it is still taboo:

"maybe because it's still taboo, so if for example, you're learning, "what the hell are you learning" so you get laughed at for thinking strangely" (MI).

"because it's a taboo, so it's like a joke because you don't know" (TN).

Other informants stated that the lack of assertiveness in providing sex education materials was also an obstacle. Because most of them think this is not serious and just playing around.

".... is like if it is told like if the class is explained, many are not serious, many are playing around because this is individual for each" (DP)

"It's the same, sometimes the boys in this class when discussing sex, they will laugh a little bit so they think it's funny when discussing it." (RH)

In December 2019, when the covid pandemic began to hit Indonesia, all teaching and learning activities had to be carried out online. So the provision of information about sex education to students at Senior High School Negeri 1 Jambi City which should be routinely given is hampered.

"It's not that it's not running, ee students are because just to fulfill their assignments, there are many who have not finished, so in the direction of PIK-R, it has not been formed again. It's not that it's not running, it's just that it hasn't started again" (SH)

"Routine. Before the pandemic, it was routine once a month or once every 6 months" (TT).

This is in line with what was conveyed by the key informants, who stated that they had never attended sex education counseling/socialization while attending Senior High School Negeri 1 Jambi City.

"No, never sis." (RP, ZT, WC, SA, RA, MN, SQ, NAS, AA, TR, MI, MD)

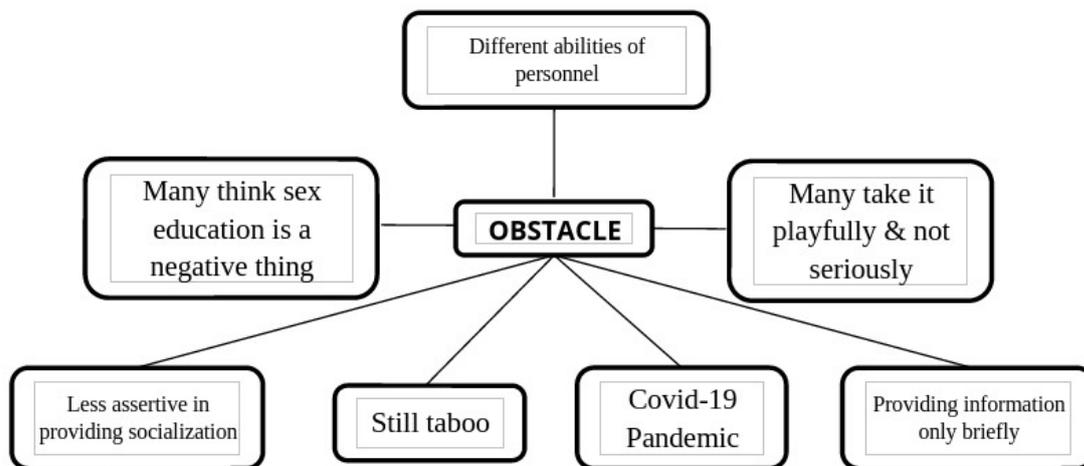


Figure 5. Barriers to sex education

DISCUSSION

1. Perception of sex education

Sex education does not mean learning about how to have sex as conveyed by informants, but sex education is a realistic, honest, and open discussion in which there is factual knowledge, putting sex in the right perspective, dealing with self-esteem, instilling self-confidence, and can improve decision-making skills.³²

Sex education can be interpreted as an effort to provide knowledge about reproductive organs by instilling morals, ethics, and religious commitment so that there is no misuse of these

reproductive organs³³. Nurlaeli, 2020 states that sex education is teaching and providing understanding and explaining issues related to sex, instincts, and marriage to children since their minds begin to grow and are ready to understand things about sex and irresponsible behavior.³⁴ Other informants stated that the perception of sex education is about learning about reproductive organs. This is in line with Justicia's research, 2017, in which one informant believed that the appropriate sex education material for children consists of an introduction to their reproductive organs and also information related to preventive efforts so that children avoid predators of sexual violence.³⁵

Researchers found that most informants had never received sex education counseling/socialization. However, they have obtained information on sex education from social media. Not only through social media, one informant revealed that he had received sex education information from the family environment since grade 3. This is in accordance with research by Chasanah, 2018 which states that sex education is important to be given early because basic human characteristics are formed in childhood. And also the provision of sex education in early childhood is considered to straighten out children's understanding and sexual behavior so that it can be more positive.³⁶

2. Perception of the threat of not getting sex education

Sex education aims to provide knowledge to adolescents related to anatomy, reproductive physiology, the process of fetal development, and various reproductive problems such as pregnancy, STDs, HIV and AIDS, unwanted pregnancies, and other impacts. Adolescents who do not learn and distinguish between acceptable and unacceptable behaviors will be dragged into "naughty" behavior as well as those who know the difference between the two behaviors but cannot develop self-control to behave in accordance with their knowledge.³⁷

From the results of the FGDs that have been conducted, informants said that there are many threats/ consequences if adolescents do not get sex education, one of which is that adolescents can fall into promiscuity which leads to free sex. Not only falling into promiscuity, another threat / consequence of not getting sex education is the ignorance of individuals when they are harassed.

One of the informants in Rinta's research, 2015 mentioned that adolescents who have psychological resilience are smart teenagers and have enough knowledge to prevent themselves from the negative impact of sexual behavior. However, it should be underlined that sex education must still be given according to the level of child development, with the aim of providing knowledge and opening up teenagers' insights about sexual issues correctly and clearly. Because the correct knowledge of sex will avoid them from various threats / negative risks such as pregnancy outside marriage, sexual harassment, and so on.³⁸

3. Perception of the Benefits of Getting Sex Education

Sex education is expected to shape children to have the right attitude about sex. Not considering sex as a taboo issue to discuss, but also not denigrating the sanctity of sex. A lack of sex education will result in a wrong view of sex. Some people interpret sex as a physical urge only so that the sex urge is equated with other physical urges such as hunger, thirst, and others. Some consider sex to be something that is only seen in terms of pleasure. Some of these misperceptions prove that sex education is very necessary to be given to children from an early

age so that they avoid misunderstandings in understanding the meaning of sex which results in the emergence of unhealthy attitudes towards sex.³⁹

4. School Support in the Prevention of Free Sex Behavior

As far as researchers know, in schools, there are only incidental programs such as reprimanding and advising if there are children who start to have an attraction to the opposite sex. In contrast to cases of unwanted pregnancy, in the first stage, the case will be covered by the relevant homeroom teacher, then the homeroom teacher will coordinate with the bk teacher and if the case has not found a bright spot then the school will bring in the parents of the student/student concerned.

The sanctions given will be adjusted, but here the school will not expel the student, because the school complies with the Child Protection Law (UU) Article 66 paragraph (1) which states "Special protection for children who are economically and/or sexually exploited as referred to in Article 59 is the obligation and responsibility of the government and society". This means that schools are prohibited from discriminating that can harm children materially and morally. Not allowing female students to take the national exam includes materially harming students.

5. Barriers to sex education

Humans are born with sexual potential and instincts towards the opposite sex, regardless of the various sexual deviations that occur. Basically, sex is a natural need for living things to survive and preserve their generation. However, sex is still considered a taboo, negative, and dirty thing to talk about or study as if it does not provide guidance or education on how to understand and manage sex within the scope of usefulness and positive meaning. As a result, there are many sexual deviations and crimes that occur involving the younger generation.⁴¹

From the FGDs that have been carried out, the informants stated that one of the obstacles in providing information about sex education is a negative thing, and they feel that sex education is not an important thing. Another obstacle that was felt was when the covid pandemic began to hit Indonesia, resulting in all teaching and learning activities having to be carried out online and providing information about sex education to students who should be routinely given to be hampered.

CONCLUSIONS AND SUGGESTIONS

The students of Senior High School Negeri 1 Jambi City conveyed their perceptions about sex education, namely: 1) How to interact with the opposite sex, 2) Intimate relationships, 3) Reproductive lessons, 4) Free sex, 5) How to dress properly, 6) Parts of the body that can and should not be held by others, 7) Parts of the body that should not be seen by others, 8) Sexual harassment, 9) Lust control, 10) Proper sex education, 11) Prevention of free sex, 12) Juvenile delinquency.

Senior High School Negeri 1 Jambi City is expected to implement sex education as one of the materials taught to students at school. Even though it is hampered by the covid-19 pandemic, it is hoped that schools will continue to provide sex education materials online. It can be in the form of zoom meetings, or disseminating material through various media such as posters, podcasts, and others.

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