

Effectiveness in Sexual Education Training to Improve the Knowledge of Self-Protection from Sexual Harassment of Teenage Girls in Junior High School X Sleman, Yogyakarta, Indonesia

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Abstract-- This study aims to increase the knowledge of self-protection from sexual harassment in teenage girls through training in sexuality education at Junior High School X Sleman. The participants of this study were teenage girl with a age range of 12-15 years, students of Junior High School X Sleman, VII grade students and had a low pretest score. This study uses a group design of one group pretest-posttest design with a self-protection scale and an education module on sexuality compiled by researchers. The study participants were 9 female students. The results of hypothesis testing using SPSS analysis of non-parametric Wilcoxon Signed Rank , found that the comparison of pretest-posttest was obtained $p = 0.007$ which means $p < 0.05$. This shows that there are significant differences in the level of self-protection between before and after training. P There is a comparison hypothesis test of the pretest – follow-up was obtained $p = 0.008$ which means $p < 0.05$, this proved that there were significant differences between pretest-follow-up . So it concluded that sexuality education training is effective in increasing knowledge of self protection from sexual harassment participants in junior high school X Sleman.

Keywords-- Sexuality Education, Self-Protection, Sexual, Teenage Girl.

I. INTRODUCTION

The law on Human Rights No. 39 of 1999 article 29 (1) which states "Every person has the right to the protection of his personal, family, honor, dignity and property rights". Also in the Child Protection Act Law No. Article 23 (1) of 2002 states "Every child during care of parents, guardians or any other party responsible for care has the right to be protected from

discrimination, economic and sexual exploitation, neglect, cruelty, violence and abuse, injustice and other mistreatment".

Indonesia is still challenged with numbers of cases of sexual harassment experienced by women. Komnas Perempuan (Wijaya,2016) said that cases of sexual abuse were the worst problem in the list of cases of violence against women.

Based on the cases handled by Rifka Annisa *Women Crisis Centre* and Defientia One Muharomah, Kabupaten Sleman lies on top of the regional ranking, especially in 2017. While from age category, sexual harassment acts occurred towards early adolescent victims.

Hidayati (2014) said that the government and institutions should pay special attention to self protection. According to Hastuti, self-protection is one of the prevention efforts that comes from within a person that can be done in order to avoid behavior that is not desirable. Ironically, individuals are still not aware of this prevention in reality. Self protection can be taught through debriefing about related information. Self-protection skills are valuable provisions for each individual in order to avoid the treatment of sexual harassment that can endanger themselves.

In line with this, Komnas Perempuan in its annual notes 2016 recommends integrating knowledge material on reproductive functions in students and states that it is important to have a policy to prevent sexual harassment and protect it in educational institutions.

Starting from the background described above, the researchers concluded that education can be used as an effort to influence others, so that they can do what is expected by the community. Education is intended to rise awareness, provide or increase knowledge. Researchers expect the purpose of this study is that students can learn more about the knowledge of self-protection, in example knowledge of how a person to keep himself in particular of sexual abuse through sexuality education

with Web-based training. Therefore, the researcher intends to conduct a research entitled "*The Effectiveness of Sexuality Education Training to Increase Knowledge of Self Protection from Sexual Harassment in Adolescent Girls in Sleman X Middle School*".

II. RESEARCH METHOD

A. Identify the subject

Participant selection was done by *purposive sampling technique* with the criteria of female adolescents aged 12-15 years and having *pretest* scores on the medium-low category of self-protection scale.

B. Research instrument

This study uses research instruments in the form of self-protection scale which is prepared based on aspects of self-protection from the theory of Weitlauf (2009), namely self-defense and *self-efficacy*. In addition, there are also training modules on sexuality education that are prepared based on aspects of Sarwono's theory (2016), namely prevention, reproductive health, and values & norms.

C. Research methods

This study uses one group experimental design (*one group pre-post-test test design*), which is the design of one experimental group whose dependent variable is measured (*pretest*), then given a stimulus or treatment and re-measured using (*posttest*) without a comparison group . The experimental design used is as follows:

Table 1. Experimental Design

Group	Pre test	Treatment	Posttest
A	Ex1	O1	Ex2

Information :

Ex1: measurement of knowledge of self-protection from sexual harassment before intervention (*pretest*)

O1: treatment in the form of training in sexuality education

Ex2: measurement of knowledge of self-protection from sexual harrassment after intervention (*posttest*)

D. Analytical technique

Data analysis in this study used *Statistical Package Social Science (SPSS) software* using the *Wilcoxon Signed-Rank Test non-parametric* technique. *Non parametric* methods are used because the sample size is small, the research subjects are less than 30 people.

III. RESULTS

A. Descriptive statistics

Based on the analysis of measurements made, it can be seen that the results of measurements of the self-protection scale in the *pretest* obtained by each subject experienced an increase in the *post test* score. Then in the *follow-up* score there were several subjects who experienced a decrease in scores. The following is a table of comparison of group scores before and after intervention:

Table 2 . Comparison of Group Scores Before and After Intervention

Mean		
Pre test	Post test	Follow up
63.1111	85.1111	83.8889

Comparison of the group scores is known from the data analysis performed by looking at the comparison of the *mean* scores on each test, namely the *pretest*, *posttest* and *follow-up*.

B. Hypothesis test results

Based on the hypothesis test using SPSS in the form of *non-parametric analysis Wilcoxon Signed Rank* to determine significance difference between the scores of *pretest*, *post-test* and *follow-up* has been done, the obtained data is a score scale of adolescent self protection. Following is the table of analysis results as follows:

Table 3 . Hypothesis Test Results

Data source	Z	P	p<0.05
Pre-Post	-2.677 ^a	.007	p<0.05
Pre-FU	-2.670 ^a	.008	p<0.05

Based on the table above, it can be seen that the hypothetical test results of the comparison of the *pretest - posttest* obtained a value of $p = 0.007$ which means that $p < 0.05$. This shows that there are significant differences in the level of self-protection between before and after being given training in sexuality education. After carrying out the *post test*, continued with *follow up* to participants. The results of the *post-test-follow-up hypothesis test* obtained a value of $p = 0.479$ which means $p > 0.05$. This shows that there is no significant change between *posttest* and *follow-up*. While at the *pre-test* comparison of hypothesis testing - *The follow up* was obtained $p = 0.008$ which means $p < 0.05$ which proves that there are significant differences between the *pre-test and follow-up*.

Participant's self-protection score has increased after being given treatment, then the *follow-up* results show the subject's self-protection score has decreased compared to the *posttest* score indicating that the treatment given is effective, because the expected effect is only caused by the treatment given (Fikri, 2012).

IV. DISCUSSION

The acceptance of the hypothesis in this study shows that training in sexuality education is effective in increasing knowledge of self-protection from sexual harassment in participants. This is in line with the theory put forward by Kikpatrick (Widanarti,2015) who argues that the training approach is a learning method that aims to change cognitive, affective and skill aspects. Noe (Herlena,2012) also mentioned that training is a conscious effort being made to the learning process includes knowledge (*knowledge*), skills (*skills*) and behavior (*behavior*) is designed to match the domain to be achieved, just as the domain of cognitive, affective and behavioral.

The explanation above is in accordance with the research conducted by Hastuti (2005), which proves that the delivery of sexuality education by method training can increase self-protection, which is where self-protection is influenced by cognition which is a process in individuals to gain knowledge.

Training sexuality education has benefits to increase knowledge of self protection from sexual harassment based on aspects of self-defense and *self-efficacy*, which provides the right knowledge about sexuality, prevent the occurrence of sexual harrassment, preventing the effects of sexual harrassment, provide an understanding of the tool's function sexually, understanding the importance of protecting themselves and

increasing knowledge in order to protect themselves from sexual harassment.

In this study, researchers adjusted each training session to the material available in the training module prepared based on aspects of sexuality education from Sarwono's theory (2016), namely reproductive health aspects, values & norms, and prevention. Submission of reproductive health material is the presentation of the female reproductive organs and their functions and sexually transmitted diseases, this is in accordance with the statement delivered by Dr. Boyke Dian Nugraha namely sexuality education tool provides an understanding of the function of sexual and intimate understanding of the importance of preserving organs (Madani, 2003).

Then material values and norms are conveyed because sexuality education contains values and information provided contextually, such as what is prohibited, which is commonly done in society, and how to make friends who do not violate the rules (Sarwono, 2016). Training sexuality education also contains materials about the prevention of sexual harassment, because sexuality education is a way to gain knowledge about the information related to personal protection prevent unwanted effects of sexual abuse, such as unwanted pregnancies, sexually transmitted diseases and depression.

This research also applies simulations or *role plays*. *Role play* is done so that the material delivered is easy to understand and not boring for participants, as well as in order to find new ways of dealing with situations. *Role play* carried out is based on the scenario prepared by the researcher and in accordance with the material in the training module on sexuality education. This is in accordance with Hastuti in 2005 which states that simulation methods / *role play* are very appropriate and exercises to identify situations are debriefing to build confidence in someone.

This study lasted for one day, and *follow-up* was conducted one week after the training was conducted. The methods or techniques used in this training module include presentation of material, presentation of material, watching video shows, discussions, and doing training assignments to find out whether the participants have understood the material that has been delivered. The method in this training was designed in such a way that participants who were early teens did not feel bored or bored when attending a series of training activities.

V. CONCLUSION

Based on the results of the research in the form of data that has been obtained and analyzed, it can be concluded that the Sexuality Education Training is effective to increase the knowledge of self-protection from sexuality harassment in teenage girl who are participants in Junior High School X Sleman.

Suggestion

This study is only limited to the cognitive level, which can only know the level of knowledge in participants. For the next research er, it is expected that they can conduct research to the level of behavior so that the research results can be more developed. Then, this research did not use the *action plan* to change the behavior of the participants at the end of the session of the study, because the researchers only focused to some degree of cognitive or knowledge of participants alone, it is expected for the next researcher to carry out *an action plan* to increase up to the standard of behavior of participants, so that the researcher's

then it can be better. In addition, the number of samples that became participants in this study also still did not represent the number of population, so it is expected for future researchers to add samples so that the results of future studies can be generalized to the population.

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