

The Students' Perceptions and Attitudes About Sex Education at The Islamic Faculty of University of Muhammadiyah Sumatera Utara

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Abstract. Students are teenagers who are identical to a period of growth and development. Students' growth and development consist of emotional development and reproductive development in the form of sexual maturity, and both are obtained through learning and natural development. The purpose of this study is to determine the perceptions of understanding and knowledge of students about sex education, where the students get information about sex education, and how students' behavior related to sexual activity. The subjects of the study are students majoring in education and non-education at the University of Muhammadiyah Sumatera Utara. The research methodologies used are mixing methods involving 66 respondents.

Keywords: Perception, attitudes, sex education, sexual activity

INTRODUCTION

Juvenile delinquency, especially relating to deviant sexual activity, is surprisingly increasing. The results of studies conducted by individuals and research institutions proved that the increase is due to a number of their ignorance with the risk they will get [1]-[4]. The understanding of sex education can begin with children and teachers in kindergarten to have the same perception of early childhood sexual education. Sex education is essential during childhood to establish the right values and attitudes towards sex, especially knowing that the years of formation are a potential turning point in providing information on rapid changes in physical development. Healthy behavior can be done by applying early childhood sexual education. Although information related to sexual education delivered to students is not systematic, situational in nature, not evenly distributed to all students, due to the teacher's lack of understanding of sexual violence, sexual development, and early childhood sexual education [5], [6].

Researchers and education experts argued that sex education could be one of the solutions to deal with distorted sex among adolescents [7]-[9]. However, some countries are still debating whether sex education should be included in the school curriculum or only teaching outside the curriculum

as in Pakistan [10]. One of the countries that first implemented adolescent sex education at school was New Zealand and then followed by other countries such as the United States, China, and Finland. Based on some research, it was found that giving information about healthy sex to adolescents influences adolescents' mindset in their daily life such as no longer having free sex, understanding the negative impacts of gay and lesbian behavior, avoiding sexual violence, and preferring a healthy lifestyle in their daily lives to avoid HIV and AIDS [11] [12].

METHOD

This research used a mixed methodology by combining two existing methods, namely qualitative and quantitative [13]. In this study, the sample is students from the Department of Education and Non-education within the Faculty of Islamic Studies, University of Muhammadiyah Sumatera Utara, including students of Islamic Religious Education, Early Childhood Islamic Education, and non-educational majors in the form of Sharia Banking and Sharia Business Management. The data collection is conducted by sending online questionnaires to students in the Islamic faculty of the University of Muhammadiyah Sumatera Utara, counting 66 students who filled in the on line questionnaire, consisting of 33 students from the education department and 33 students from the non-education department. On the other hand, the data analysis used descriptive analysis [14], namely describing the results of students' exposure related to their responses to sex education.

RESULT & DISCUSSION

The results of this study showed that students are still afraid to provide information about perceptions and attitudes about sex education, even though the researchers have explained that the questionnaire does not include a specific identity. Some of the results of this study are:

Perception and acceptance of student information

Perception, according to development experts, is a part of understanding sensory input that is

connected by the brain to the senses and delivered to the central nervous system. In other words, perception is a brain translation of information provided by all physical senses [15]. Exploring student perceptions related to sex education is not easy to obtain because the students feel disrespectful and afraid of their understanding being read by researchers. But due to using a questionnaire that did not write down the identity, finally, the students were willing to provide their perceptions regarding sex education.

Regarding how students' perceptions related to sex education and their attitudes in carrying out their activities related to both positive and deviant sex in the Islamic religion faculties, it can be seen from the following table 1.

Table 1: The understanding sources of information about sex education

Sexual Knowledge of Respondents	Study Program			
	Education		Non-Education	
Students' Understanding That Sex Education Must Be Learned Is Not Natural				
Very good	17	51%	12	36%
Good	11	33%	12	36%
Less	2	6%	3	10%
Enough	3	10%	6	18%
The Role Of Parents In Providing Sex Education				
Very good	18	54%	14	42%
Good	11	33%	12	36%
Less	3	10%	4	12%
Enough	1	3%	3	10%
The Role Of The Teacher In Providing Sex Education				
Very good	15	45%	14	42%
Good	15	45%	14	42%
Less	1	4%	3	10%
Enough	2	6%	2	6%
The Role Of The General Public In Providing Sex Education				
Very good	5	15%	7	21%
Good	11	33%	16	48%
Less	16	48%	7	21%
Enough	1	4%	3	10%
Provision Of Sex Education Is Better Given By The Same Sex				
Very good	7	21%	6	18%
Good	20	60%	20	60%
Less	2	6%	4	12%
Enough	4	12%	3	10%
Deviant Sexual Behavior Due To The Receipt Of Information About Wrong Sex				
Very good	22	66%	21	63%
Good	10	30%	9	27%
Less	0	0%	1	4%
Enough	1	4%	2	6%
Dating Can Cause Deviant Sexual Behavior				
Very good	17	51%	8	24%
Good	15	45%	21	63%
Less	1	4%	3	10%
Enough	0	0%	1	3%
Virginity / Population Is A Very Valuable Asset To Protect				
Very good	30	90%	27	80%
Good	3	10%	3	10%
Less	0	0%	3	10%
Enough	0	0%	0	0%
Information Sources Get Sex Education				
The TV	0	0%	0	0%
Parents	6	18%	8	24%
Teacher	14	42%	10	30%
Internet / social media	9	28%	12	36%
Friend	4	12%	3	10%
The First Attitude Is Getting Menstruation / Wet Dreams				
Afraid	7	21%	2	6%
Happy	3	11%	3	10%
Confused	19	57%	16	48%
Panic	3	11%	12	36%
The Level Of Knowledge Of Puberty Is Menstruating Menstruation / Wet Dreams				
Elementary school	8	24%	8	24%
Middle School	22	66%	24	73%
High school	3	10%	1	3%
University	0	0%	0	0%
The First Level Of Sex Education Is Obtained				
Elementary school	1	4%	0	0%
Middle School	22	66%	24	72%
High school	10	30%	9	28%
University	0	0%	0	0%
Receive Sex Education When Studying At University				
Ever	14	42%	7	21%
Not	19	58%	26	79%
Knowing Premarital Sex				
Tofu	21	63%	12	37%
Do not know	12	37%	21	63%

The questionnaire filled out by the students revealed that the students' understanding of sex education was not obtained naturally but had to be learned. 51% of students claimed they strongly agreed that sex education was not obtained naturally, 33% had a good understanding, while the rest is adequate and lack of understanding. In addition, 84% of students majoring in education are in a very good and good category, while the non-education students reached 36% with very good understanding and 36% with good understanding. Overall, 72 % students understand that sex education is not obtained naturally but must be from learning.

The role of parents in giving information about sex education is very high. 54% of students in education argued that their sex understanding is very good, and 33% is good because of their parents' role, while 42% of non-education students' understanding is very good, and 36% is good. From the role of parents in sex education, most students agreed that their parents are very supportive in providing information related to positive sex activity. Nevertheless, providing sex education information is better given by female parents to their female children and male parents to male children.

The role of teachers are higher than the general public in providing positive information about sex. It can be seen from 45% of the students' answers are very good. 45% of answers are from students of the education department, while 42% are very good, and 42% are answered by students from non-education. If seen from the role of the teacher, it is indeed very effective in providing sex education to students because the student could directly get the sex information scientifically from their teachers. There are few obstacles regarding the material delivered by the teacher. Sometimes it is not suitable with the students' wishes. When asking questions about the role of teachers in the field of subjects on campus, the students commented that there is a specific material related to sex education. The sex education they get is merely from a religious worshippers' point of view. It does not lead to special sex education.

From the role of the general public, it is only 15% for very good and 33% good for students of education, and 21% of understanding is very good, and 48% of understanding is good for students majoring in non-education. The general public role in providing sex education is limited because they do not really know about someone's development. In the provision of sex education information, according to these students, it is better given by those who know about sex education and are in the same sexes, namely between men and men, women and women.

Regarding the erroneous sex education, students in both education and non-education majors have

the opinion that this will later lead to deviant sexual behavior. Students' understanding of dating even can be an entry point for deviant sexual behavior among students. Understanding of virginity is very well seen in the question about virginity. Virginity is the most valuable asset to be maintained. It gets a positive response of 90% is very good, and 30% is good among students majoring in education; 80% is very good and 10% good and 10 % enough among students of non-education majors. It is proof that vrginity is still classified as a valuable and sacred asset among students.

Receiving information about sex education actually, these students get before entering the lecture bench, as if someone has gotten information about positive sex since elementary school, even though the percentage is quite small. They get this sex education from students when they are in junior high school at 66% and 44% in senior high school for education and the non-education level get information at 72% and 28% at a junior high level. They have also received 42% of students learning about sex education at the tertiary level and 21% have received non-education.

The students' attitudes and behavior towards sexual activity

The attitudes and behaviors of students who study at Islamic religious faculties from the education and non-education departments are very different in receiving sex education and having different activities in their daily lives. From the questionnaire, the answers of the students can be seen in Table 2.

From the data, it can be seen that the students' behavior and attitude regarding sex are in a positive tren. Regarding whether or not they had dated before, 95% said they had never dated. Regarding questions about when they started dating, some answered they started dating when they were in junior high school, some when they were in high school, and some when they were in college.

Even though they are dating, their knowledge and understanding about free sex, sexual harassment, contraceptive use, infectious diseases caused by free sex, and knowledge related to abortion among students in education and non-education are relatively good. Although there is a difference, it is not too high. In this case, the students' understanding and attitudes towards sex education are proportional to the knowledge they obtain.

Regarding the deviant sexual behavior, the students claimed that during dating, they do not have intercourse (*jima*). Their most common behaviors are kissing 24%, kissing 27%, and hugging 30% (among students of the education department), while students of non-education majors did kissing 30% and hugging 18%. Although there is a slight difference between the behavior of

the education and non-education students, the difference is not too high. The students' sexual knowledge and behavior are still controlled, and are in the form of fairness.

Table 2: The understanding sources of information about sex education

Sexual Knowledge Of Respondents	Study Program			
	Education		Non - Education	
	Dating Causes Free Sex			
Very good	12	36%	9	28%
Good	17	52%	14	45%
Less	3	9%	8	24%
Enough	1	3%	1	3%
	Angered When Someone Sexually Assaults			
Very good	24	73%	23	70%
Good	7	21%	10	30%
Less	1	3%	0	0
Enough	1	3%	0	0
	Pregnancy can occur even if you only do one coitus			
Very good	6	18%	6	18%
Good	18	55%	19	58%
Less	7	21%	5	15%
Enough	2	6%	3	9%
	Contraception In The Form Of Birth Control Pills And Condoms Is Not A Solution To Prevent Pregnancy			
Very good	2	6%	7	21%
Good	20	61%	14	43%
Less	7	21%	8	24%
Enough	4	12%	4	12%
	Abortion Is Not A Solution In Preventing Pregnancy			
Very good	23	70%	23	70%
Good	6	18%	9	27%
Less	3	9%	0	0
Enough	1	3%	1	3%
	Premarital Sex Can Cause Contagion In The Form Of Hiv, Aids And Covid 19			
Very good	23	70%	24	73%
Good	10	30%	6	18%
Less	0	0	3	9%
Enough	0	0	0	0
	Deviant Sex Behavior That Has Been Done			
Kissing	8	24%	10	30%
Kissing (kissing lips)	9	27%	6	18%
Hugging	10	30%	11	33%
Touch sensitive limbs	4	12%	3	9%
Petting sex	1	3%	1	3%
Oral sex	1	3%	2	6%
Coitus	0	0	0	0
Anal sex	0	0	0	0

CONCLUSION

The students' understanding of sex education is in a good category. However, there are differences between students majoring in education and non-education towards their understanding and attitudes about sex education. Students majoring in education tend to have better understanding and attitudes about sex education than students majoring in non-education. This difference is due to the fact that the students of the education department receive lessons related to sex education. In contrast, those who study in non-education majors have not received specific material about sex education. In addition, students in the faculty of Islamic religion have been dating, yet they did not have intercourse but kissing or hugging.

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