



Identification of Adolescent Needs in Sex Education

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Abstract. Background: Lack of reproductive health education and sexual knowledge impacts the increasing number of sexual violence cases. From 2000–2018, in 161 countries and territories worldwide, nearly 30% of women were victims of sexual violence. Specifically, one of the sexual deviation behaviors is premarital sexual behavior. This behavior is the result of biological development, thus encouraging sexual desire. Thus, sex education is needed so adolescents can understand the importance of sex education and health. **Objective:** This study aims to identify the needs of adolescents in sex education. **Methods:** This qualitative research used the descriptive method. This study was conducted by in-depth interviews with five participants aged 12–15 years in Kalirandu Hamlet, determined by purposive sampling. The data validity test was carried out using member checking, thick description, and peer debriefing. In data analysis, this research utilized open code 4.03 software. In addition, this research has received an ethical license issued by the ethics committee of FKIK UMY, with No. 066/EC-KEPK FKIK UMY/III/2022. **Results:** The results of this study revealed the needs of adolescents in sex education, including the need for appropriate materials, media, and methods of delivering sex education. **Conclusion:** The process of adolescent growth and development in sex education needs to get more attention. The lack of knowledge of adolescents to get to the adult phase can cause the incidence of deviant sexual behavior. Therefore, adolescents need to know the need for sex education so that they do not violate norms and can protect themselves from deviant sexual behavior.

Keywords: Sex education · Needs · Adolescent

1 Introduction

The transition period from childhood to adulthood is called adolescence, from 12 to 18 years, characterized by physical, intellectual, and psychosocial maturation [1]. Adolescents have reached sexual and physical maturity with the development of good thinking and decision-making abilities [2]. The salient features of physical changes can be seen in sexual characteristics, such as enlargement of the breasts and waist for girls and the growth of mustache, beard, and voice changes that deepen for boys [3]. In addition, a person's intellectual development can be observed in two parts. First, human development is the relationship between innate factors from birth and the environment. The

second is human learning, which views child development through an important socio-cultural dimension as a psychological dimension [4]. At this age, adolescents experience psychosocial development, where they often come into contact with an unstable period. At this stage, adolescents also begin to experience psychological development and the process of knowing themselves. During this period, there has also been a shift from full socioeconomic dependence to a relatively more independent state [5].

In this case, a social environment is a place for non-formal education in shaping adolescent attitudes toward socializing and communicating [6]. Both physically and psychologically, maturity in adolescents is also influenced by society and families, which are healthy and support adolescent growth and development in a positive direction [7]. However, until now, many cases of premarital sexual intercourse in adolescents and changes in sexual orientation are worrying [8]. From this phenomenon, sex education is a solution to overcome the problem of sexual deviation.

Moreover, the lack of reproductive health education and sexual knowledge impacts the increasing number of sexual violence cases. From a survey conducted by WHO in 2018, it is known that from 2000–2018, in 161 countries and regions around the world, nearly 30% of women were victims of sexual violence. In addition, research carried out by UNICEF showed that as of 2020, 1.2 million women were married before 18 [9]. Here, the lack of access to education and knowledge related to sexual and reproductive health causes many parents to worry about their daughters getting pregnant and having sex outside of marriage, encouraging early marriage [10].

Based on preliminary studies, KTD (unwanted pregnancy) in adolescents in Bantul Regency from January to December 2020 was 273. KTD in Kasihan Sub-district itself was 20 cases. In addition, the results of the preliminary study interview in Kalirandu Hamlet showed that adolescents still needed sex education and had little knowledge about menstruation, wet dreams, opposite-sex relationships, and sexually transmitted diseases. In this case, lack of access to education and knowledge related to sexual and reproductive health causes many parents to worry that their children will fall into risky sexual behavior.

For this reason, sex education in schools, families, and the community is very much demanded, so sex education does not lose its way, resulting in the inability to be a solution and prevent deviant sexual behavior. Nursyam mentioned that many negative influences on adolescents come from pornography or sex porn, which results in sexual deviations committed by adolescents [11]. Sarlito also stated that the views of the pros and cons of sex education depend on how one defines sex education itself [12]. If sex education is defined as providing information on the intricacies of anatomy and the human reproductive process, coupled with prevention techniques (contraception), this anxiety is justified and causes adolescents not to receive comprehensive sex education. Preferably, sex education should not only explain sex alone but also contain the transfer of moral values, norms, and religion from educators to students. Hence, sex education is not given in a vulgar manner but a "contextual" manner [13].

Further, the high number of cases of sexual violence and marriage of children under 18 is a state's obligation to protect its citizens. Reproductive health is stated in Government Regulation Number 71 of 2014 that everyone has the right to get quality, safe, and responsible reproductive health services. The Ministry of Health 2003 also developed

a health service model in the form of Adolescent Care Health Service (PKPR), which aims to increase the knowledge and skills of adolescents related to sexual and reproductive health and healthy living behavior. A PKPR service is an approach that emphasizes promotive/preventive efforts by providing health and psychosocial skills improvement and Healthy Life Skills Education (PKHS).

Sexual reproduction education is not only regulated by laws and regulations, but Islam also explains so that children can understand sex correctly and under religious foundations, as in Al Ahzab verse 59, which means:

“O Prophet! Ask your wives, daughters, and believing women to draw their cloaks over their bodies. In this way, they will be more likely to be recognized ‘as virtuous’ and not be harassed. And Allah is All-Forgiving, Most Merciful.” (QS. Al- Ahzab: 59).

Therefore, sex education is crucial for adolescents to know, which can be obtained from parents, health workers, and experts, including education about adolescent reproductive health issues. The importance of knowledge related to the need for sex education is also influential on adolescents, especially in an already sophisticated era and increasingly easy-to-obtain information about sex education. With all adolescent development, adolescents need guidance to avoid dangerous sexual perversions. Based on the theory discussed on adolescent changes, influencing factors, and the importance of sex education in adolescence, the researchers are interested in identifying more about the needs of adolescents in sex education.

2 Method

This research design used qualitative research methods. The approach in this research was descriptive. In this case, in descriptive research, the researchers only intended to describe an actual event. The description method is more likely to explain descriptively [14]. The participants of this study were adolescents aged 12–15 years. This sample selection technique employed the purposive sampling method, involving five participants in this study. This research was conducted in Kalirandu Hamlet, Bangunjiwo Village, Kasihan Sub-district, Bantul Regency, Special Region of Yogyakarta. In addition, data collection in this study used an in-depth interview approach. In-depth interviewing is obtaining information for research purposes using face-to-face questions and answers between the interviewer and the participant with or without using an interview guide, in which the interviewer and participant engage in a relatively lengthy conversation. The research instrument utilized was a semi-structured interview guide. This research was conducted from December 2021 to April 2022, where in-depth interviews were conducted at the participants’ homes with an implementation time of 40–60 min. After that, the data validity was tested using member checking, thick description, and peer debriefing. In data analysis, this research utilized open code 4.03 software to help determine the theme. Moreover, this study has implemented the principle of respecting the rights of participants regarding informed consent, anonymity, and confidentiality, with the ethical number 066/EC-KEPK FKIK UMY/III/2022.

Table 1. Participant Characteristics

Participant Code	Gender	Age	Education	Experience getting sex education
Report 1	Woman	14	Junior high school	Have gotten
Report 2	Woman	13	Junior high school	Have gotten
Report 3	Woman	13	Junior high school	Have gotten
Report 4	Man	14	Junior high school	Have gotten
Report 5	Man	15	Junior high school	Have gotten

3 Results

3.1 Characteristics of Participants

The participants in this study were five people, consisting of three women and two men, with the following characteristics (Table 1).

3.2 Adolescents' Needs in Sex Education

The results of research carried out revealed that adolescents need sex education, including the need to meet material needs, such as the function of reproductive organs, reproductive hygiene, early puberty, taking care of themselves, getting pregnant out of wedlock, relationships between the opposite sex, and sexual diseases. The next need is educational media, such as pictures, props, and videos. The last need is a method of delivering sex education through discussions, lectures, and watching videos.

3.2.1 The Need for Sex Education Materials for Adolescents

The results showed that the needs of adolescents in sex education included related materials, such as reproductive organ function, reproductive hygiene, early puberty, taking care of themselves, pregnancy out of wedlock, relationships between the other sex, and sexual diseases. It was supported by participant statements as follows:

“... menstruasi, tentang penyakit menular, tentang menjaga kebersihan reproduksi...larangan hubungan seksual, apa dampaknya kalau berhubungan seksual, hubungan antara lawan jenis, komunikasi antara lawan jenis...” (Remaja laki-laki 14 tahun)

[“...menstruation, about infectious diseases, about maintaining reproductive hygiene...the prohibition of sexual intercourse, the impacts of having sex, relationships between the opposite sex, communication between the opposite sex....” (14-year-old boy)]

3.2.2 The Need for Sex Education Media for Adolescents

The next need for adolescents in sex education is additional media to understand sex education. The results revealed that adolescents needed additional media, such as pictures, props, and videos. It is in accordance with the participants' statements as follows:

“bentuk video ya bisa ... soalnya ya bisa jelas, enak dilihat” (remaja laki-laki 14 tahun).

[“can be in the form of a video... Because it can be clear, pleasing to the eye” (14-year-old boy)].

“perlu, perlu alat peraga sama kayak gambar biar lebih paham ...” (remaja perempuan 14 tahun).

[“needed, need props and pictures to understand better...” (14-year-old girl)].

“perlu mas, gambar agar bisa lebih paham dan lebih bisa nangkep” (remaja perempuan 13 tahun).

[“need sir; pictures to be better understood and captured more” (13-year-old girl)].

3.2.3 The Need for Sex Education Delivery Methods for Adolescents

The next need for adolescents is the right method of getting sex education. Methods considered more suitable for adolescents to understand sex education were discussions, lectures, and watching videos. It was stated by the participants as follows:

“saat diskusi mas, karena lebih nyaman, sama gampang buat nanya kalo ada yang bingung” (remaja laki-laki 15 tahun)

[“During the discussion, sir, it is because it is more convenient and easier to ask if someone is confused” (15-year-old boy)]

“kayak orang ceramah, ngeliatin apa, gambar2... Soalnya mudah dipahami, bisa langsung bertanya”. (remaja laki-laki 14 tahun)

[“Like a lecture, seeing things, pictures... Because it is easy to understand, and one can directly ask questions” (14-year-old boy)]

“eee kadang melihat video, kadang diajarkan disekolah” (remaja perempuan 13 tahun)

[“eee, sometimes watching videos, sometimes being taught in school” (13-year-old girl)]

4 Discussion

4.1 Adolescent Needs in Sex Education

4.1.1 Needs for Sex Education Material

The study results showed that adolescents still need much material related to sex education. The materials needed by adolescents included material on the function of reproductive organs, how to maintain reproductive hygiene, early puberty, taking care of oneself,

getting pregnant out of wedlock, relationships between the other sex, and sexual diseases. This sex education material is vital for adolescent growth and development. Knowing and understanding it, they will avoid deviant sexual acts and can help protect themselves and control their passions. This research also indicates that adolescents still rarely get enough sex education. Thus, it takes learning related to sexuality in adolescents so that they are ready when they grow up.

This research aligns with Putra's research that the knowledge about sex needed by adolescents is about menstruation, the reproductive process or sex, healthy courtship styles, venereal diseases, the impact or risk of having free sex, and HIV/AIDS [15].

Zulaiha also asserted that sex education is an effort to provide a clear understanding of sexual problems in adolescents. Hence, when adolescents grow up, they can understand what is lawful and unlawful and are accustomed to Islamic morals. They will also be kind, not following his lust, and can keep themselves from everything [16].

4.1.2 Needs for Sex Education Media

The results demonstrated that in the delivery of sex education, adolescents needed additional media, such as pictures, videos, and props. Additional media in sex education learning will increase understanding and be more easily captured. In addition, by using the media, adolescents will clearly see the sex education provided. Thus, there is no misunderstanding regarding sexuality.

In addition, learning media plays an essential role in sex education. It can help adolescents, especially those with difficulty understanding learning in text form. The sex education lessons can also foster a sense of interest in adolescents and not seem boring. The media presented in this learning can be in the form of pictures, videos, and props so that adolescents can receive the material with immense pleasure and curiosity.

In line with the research conducted, the media must be able to attract attention, such as media in the form of images that can attract and direct individual attention to the learning material presented [17]. The next media in the form of video is learning much favored by adolescents. This media need is per Isra's study that the influence of video media on the senses, such as sight and hearing, will make individuals absorb more information and understand the content of the video media. In addition, providing material using video media is an effective means of increasing knowledge [18]. Next is the media with props, one example of which is using educational dolls, i.e., a human-like media used to introduce sex education to individuals. By using props such as educational dolls, individuals will be more enthusiastic about sex education [19].

According to research conducted [17], selecting the right media must be considered to achieve the goals of good sex education. In addition, sex education is delivered without feeling taboo or hesitating to be taught to individuals. The delivery of the message must also follow the capacity and age of the children so that it becomes an important focus in sex education.

4.1.3 The Need for Methods for Sex Education

The results showed that adolescents need the right method to get sex education, where the methods often used in the sex education process were lectures, discussions, and

watching videos. Adolescents also thought that with these methods, it would be easier to understand and interact when there was something they did not understand. In addition, the method used by teenagers will facilitate the learning process, where teenagers will tend to be more focused and interactive in answering or asking questions related to sex education.

Consistent with the previous study, lecturing is a method of delivering orally and directly; in this case, participants are only required to see, hear, and take notes without commenting on important information from the speaker [20]. In addition, the lecture method encourages individuals to be more serious and focused and can be followed by many people. Meanwhile, the discussion method is a process of exchanging information and experiences or solving problems actively carried out by two or more individuals. In this method, individuals can inspire others to be more creative, especially in providing ideas. Furthermore, [21] through video media, teachers can use it in the learning process to attract individual attention, foster interest, stimulate individuals to learn more about the material, and make it easier for them to understand the material presented. Following research conducted [22], the material taught by the audio-visual method can be combined with discussions and lectures. This method is used in abstract learning, which aims to make individuals understand so that they can motivate and help students be more focused.

5 Conclusion

The needs of adolescents in getting sex education include the need for sex education materials, including material on reproductive organs, reproductive hygiene, early puberty, self-preservation, pregnancy out of wedlock, relationships between the opposite sex, and sexual diseases. Furthermore, media needs comprise images, videos, and props. The last need is a method in sex education consisting of lectures, discussions, and watching videos. Further, the results of this study are expected to enable adolescents to prepare early regarding the need for sex education, making it easier for them to understand sex education material and avoid risky sexual behavior that violates norms.

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